

VENTH YEARBOOK
NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

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SECONDARY-SCHOOL PRINCIPALS

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NATIONAL ASSOCIATION OF
STATEMENT WRITERS

SEVENTH YEARBOOK

of the NATIONAL ASSOCIATION *of*
SECONDARY-SCHOOL PRINCIPALS

Edited by

H. V. CHURCH

Secretary of the Association

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THE NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

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THE OFFICERS OF THE ASSOCIATION

1923-1924

President: CLAUDE P. BRIGGS

Principal of Lakewood High School
Lakewood, Ohio

First Vice-President: LUCY L. W. WILSON

Principal of South Philadelphia High School for Girls
Philadelphia, Pennsylvania

Second Vice-President: CLARENCE T. RICE

Principal of Kansas City (Kansas) High School
Kansas City, Kansas

Secretary-Treasurer: H. V. CHURCH

Principal of J. Sterling Morton High School
Cicero, Illinois

THE EXECUTIVE COMMITTEE

EDMUND D. LYON

Principal of East High School, Cincinnati, Ohio

MERLE PRUNTY

Principal of Central High School, Tulsa, Oklahoma

EDWARD RYNEARSON

Principal of Fifth Avenue High School
Pittsburgh, Pennsylvania



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DIRECTORY

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

1923

- 1919 HARRY D. ABELLS, S.B.
Superintendent, Morgan Park Military Academy, Morgan
Park, Illinois.
- 1923 T. J. ABERNATHY.
Ellsworth, Maine.
- 1920 W. S. ADAMS.
Delevan, Illinois.
- 1919 SISTER MARY AGNES.
Villa de Chantal; Rock Island, Illinois.
- 1922 L. J. ATKINS.
Limington, Maine.
- 1922 H. W. C. AINLEY, A.B., B.D.
1922, *Principal*, Stanley Schools; Stanley, New Mexico.
- 1921 DWIGHT ALDEN.
Newfield, Maine.
- 1919 J. A. ALEXANDER.
Windsor, Illinois.
- 1923 H. O. ALLEMAN.
Vilas, Kansas.
- 1922 A. W. ALLEN.
Eastport, Maine.
- 1923 SHELDON R. ALLEN.
Lanark, Illinois.
- 1922 T. T. ALLEN, A.B., A.M.
1918, *Superintendent* of Schools; Du Bois, Pennsylvania.
- 1921 W. O. ALLEN, A.B., '10.
1919, *Principal*, Washington Irving Junior High School; Des
Moines, Iowa.
- 1923 W. H. ALLEN.
East Millinocket, Maine.
- 1922 R. Y. ALLISON.
Pekin, Illinois.
- 1922 AGNES ANDERS.
Udall, Kansas.
- 1920 ADA ANDREWS.
Dundee, Illinois.
- 1923 (MRS.) GENEVIEVE H. ANDREWS.
Glasco, Kansas.
- 1921 A. E. ARENDT.
Collinsville, Illinois.
- 1921 J. E. ARMSTRONG.
Principal, Englewood High School; Chicago, Illinois.
- 1922 HARRY R. ATKINSON.
Battle Creek, Michigan.
- 1921 E. T. AUSTIN.
Sterling, Illinois.

- 1918 JOHN M. AVERY, A.B., '14.
1914, *Principal*, Public High School; Hillsboro, Illinois.
- 1922 F. L. BACON.
Newtonville, Massachusetts.
- 1922 H. G. BADGER.
Ashmore, Illinois.
- 1918 W. C. BAER, A.B., '11.
1913, *Principal*, Danville High School; Danville, Illinois.
- 1922 JOHN FRANKLIN BAILEY, A.B., '03; A.M., '04.
Principal, Servin Junior High School; 48 Hemphill St., N. S.,
Pittsburgh, Pennsylvania.
- 1922 A. C. BAIRD.
Fifth Avenue High School; Pittsburgh, Pennsylvania.
- 1922 WM. J. BAIRD.
1921, *Principal*, Jefferson County High School; Boyles, Ala-
bama.
- 1921 H. V. BALDWIN.
Fulton, Illinois.
- 1921 J. H. BALDWIN.
Chrisman, Illinois.
- 1923 CLAUDE BARBER.
Hominy, Oklahoma.
- 1921 RICHARD W. BARDWELL.
Woodstock, Illinois.
- 1921 V. H. BARKER.
Sparland, Illinois.
- 1922 MARGERITE BARKLEY.
Douglass, Kansas.
- 1923 JOHN R. BARNES.
Lawrence, Kansas.
- 1922 PERCIVAL BARNES.
1919, *Superintendent* of Schools; East Hartford, Connecticut.
- 1919 V. G. BARNES.
Principal, Madison High School; Madison, Wisconsin.
- 1921 V. H. BARNES.
Scotland, Illinois.
- 1921 J. W. BARNEY, A.B., '10.
1920, *Principal*, High School; Munising, Michigan.
- 1923 W. W. BASS.
Cherryvale, Kansas.
- 1921 L. W. BATES, B.S., '13.
1920, *Principal*, High School; Cherokee, Iowa.
- 1918 R. G. BEALS, A.B., A.M.
1922, *Principal*, DeKalb Township High School; DeKalb,
Illinois.
- 1916 WILFRED F. BEARDSLEY, A.B., '93.
1906, *Principal*, Evanston Township High School; 1704 Hin-
man Avenue, Evanston, Illinois.
- 1922 W. E. BECK.
Iowa City, Iowa.

- 1918 ERNEST J. BECKER, A.B., '94; Ph.D., '98.
1909, *Principal*, Easton High School; Baltimore, Maryland.
- 1919 LULU G. BECKINGTON, A.B., '12.
1918, *Principal*, Belvidere High School; 628 South State St.,
Belvidere, Illinois.
- 1921 HENRY D. BEDFORD, A.B.
1920, *Superintendent*, Consolidated Schools, Plainfield, Illinois.
- 1918 GRANT BEEBE, B.S., '88.
1913, *Principal*, Calumet High School; 8025 Normal Avenue,
Chicago, Illinois.
- 1920 R. E. BEEBE.
Principal, Township High School; Mendota, Illinois.
- 1923 H. H. BEECHER.
St. Clair, Michigan.
- 1922 ENOCH BEICHLEY.
Falum, Kansas.
- 1920 F. A. BELL.
Buda, Illinois.
- 1921 P. E. BELTING,
College of Education, University of Illinois; Urbana, Illinois.
- 1922 C. BEMER,
Principal, High School; Sault Ste. Marie, Michigan.
- 1922 C. E. BEMIS,
Selden, Kansas.
- 1920 FRANK A. BEN,
Hebron, Illinois.
- 1922 JAMES F. BENCHAM,
Kirkland, Illinois.
- 1919 A. F. BENSON, M.P., '13.
1918, *Principal*, Charles M. Jordan Junior High School;
Thirty-second and Emerson Ave., N., Minneapolis, Minne-
sota.
- 1922 ELMA H. BENTON, A.B., A.M.
1919, *Principal*, Hosmer Hall; St. Louis, Missouri.
- 1921 B. C. BERG, A.B., '16.
1920, *Principal*, High School; Newton, Iowa.
- 1922 W. R. BERGES,
Norwich, Kansas.
- 1922 F. A. BERKENSTOCK.
1919, *Principal*, High School; Renova, Pennsylvania.
- 1921 M. M. BERRY.
66 North Fourth St., Martin's Ferry, Ohio.
- 1921 E. G. BESSE,
Scarboro, Maine.
- 1923 CHESTER W. BIDLEMAN.
Offerle, Kansas.
- 1918 FRED L. BIESTER, A.B., '14,
1919, *Principal*, Glenbard Township High School; Glen Ellyn,
Illinois.
- 1923 E. R. BIGGERS.
Hartland Academy; Hartland, Maine.

- 1922 PAUL W. BIGLER,
Hebron, Illinois.
- 1922 FOREST W. BINNION,
Middletown, Illinois.
- 1923 ELIZABETH BISBEE,
Manning, Iowa.
- 1922 DE HULL BLACK,
Eaton Rapids, Michigan.
- 1919 F. L. BLACK, A.M., '08.
1922, *Principal*, Princeton Township High School; Princeton,
Illinois.
- 1919 H. B. BLACK.
Mattoon, Illinois.
- 1921 R. E. BLACK,
Sesser, Illinois.
- 1922 WARD N. BLACK,
Georgetown, Illinois.
- 1916 H. E. BLAINE.
Joplin, Missouri.
- 1923 JOSEPH E. BLAISDELL.
Belgrade, Maine.
- 1923 H. A. BLAKE.
N. H. Fay High School; Dexter, Maine.
- 1922 H. W. BLANCHARD,
Tamaroa, Illinois.
- 1922 RUTH BLEKKINK,
Principal, High School; Lowell, Michigan.
- 1916 LOUIS J. BLOCK, A.B., '68; A.M., '72; Ph.D., '82.
1895, *Principal*, John Marshall High School; 3250 W. Adams
St., Chicago, Illinois.
- 1920 C. W. BOARDMAN, Ph.B., '08.
West High School; Minneapolis, Minnesota.
- 1920 OSCAR L. BOCHSTAHLER,
Palestine, Illinois.
- 1922 ROY A. BOCK,
1920, *Principal*, High School; Holly, Michigan.
- 1916 WM. J. BOGAN, Ph.B., '09.
1905, *Principal*, Lane Technical School; 1225 Sedgwick St.,
Chicago, Illinois.
- 1920 VADA H. BOLT,
East Peoria, Illinois.
- 1922 B. F. BORING,
Willow Hill, Illinois.
- 1921 JOHN H. BOSSHART, A.B., '02.
1920, *Principal*, Columbia High School; South Orange, New
Jersey.
- 1921 A. W. BOSTON,
Westbrook, Maine.
- 1920 CLARENCE W. BOSWORTH, A.B., '09; A.M., '10.
1917, *Principal*, Cranston High School; Auburn, Rhode Island.

- 1918 E. O. BETTENFIELD, Ph.B., '16.
1916, *Principal*, Sparta Township High School; 501 N. Vine
St., Sparta, Illinois.
- 1922 J. R. BOUTON.
Sidell, Illinois.
- 1919 B. R. BOWDEN, Ph.B., '17; Ph.M., '18.
1917, *Superintendent of Schools*, *Principal*, Community High
School; Gilman, Illinois.
- 1922 R. D. BOWDEN.
Havana, Illinois.
- 1919 WILLIAM W. BOWERS.
Seneca, Illinois.
- 1923 HAROLD E. BOWIE.
Harmony, Maine.
- 1923 H. E. BOWMAN.
Lisbon Falls, Maine.
- 1918 F. L. BOYER.
Principal, Bloom Township High School; Chicago Heights.
Illinois.
- 1921 RAY H. BRACEWELL, B.S., '15,
1919, *Principal*, High School; Burlington, Iowa.
- 1917 CHARLES A. BRADLEY, U. S. Military Academy, '77; D.Sc., '16.
1893, *Principal*, Manual Training High School; 2243 Race St.
Denver, Colorado.
- 1922 C. E. BRAKE.
Mt. Pleasant, Michigan.
- 1920 S. M. BRAME, A.B., '02.
1909, *Principal*, Bolton High School; Alexandria, Louisiana.
- 1919 H. D. BRASEFIELD, Ph.B., '91,
1917, *Principal*, Fremont High School; 460 Hanover Ave.
Oakland, California.
- 1922 JAMES F. BRASHBARS.
Joy, Illinois.
- 1920 ARNO BRATTEN.
Marion, Illinois.
- 1916 JACOB P. BREIDINGER, A.B., '85; A.M., '88,
1901, *Principal*, High School; 15 North Franklin St., Wilkes-
Barre, Pennsylvania.
- 1921 J. H. BRENNEMAN, B.A., '04; B.A., '20,
1920, *Principal*, High School; 713 North Fifth St., Ottumwa
Iowa.
- 1922 R. P. BRIEGEL.
Columbia, Illinois.
- 1916 C. P. BRIGGS, A.B., '01,
1920, *Principal*, Lakewood High School; Lakewood, Ohio.
- 1920 EUGENE S. BRIGGS.
Okmulgee, Oklahoma.
- 1921 J. O. BRIGGS,
Sidney, Illinois.
- 1916 THOMAS H. BRIGGS, Ph.D., '14.
1915, *Professor of Education*, Teachers College, Columbia
University; 525 West 120th St., New York City.

- 1920 L. O. BRIGHT, A.B.
1920, *Principal*, Antioch Township High School; Antioch,
Illinois.
- 1920 J. H. BRILL.
Bement, Illinois.
- 1920 A. B. BRISTOW.
Mathew Fontaine Maury High School; Norfolk, Virginia.
- 1923 EVA J. BROKAW.
Clarinda, Iowa.
- 1916 L. W. BROOKS, A.B., '03; A.M., '15.
1919, *Principal*, Wichita High School; Wichita, Kansas.
- 1921 M. M. BROOKS.
Buckhannon High School; Buckhannon, West Virginia.
- 1919 C. A. BROTHERS, A.B., '11.
1919, *Principal*, Township High School; Dwight, Illinois.
- 1922 ALFRED O. BROWN.
Public School Publishing Company; Bloomington, Illinois.
- 1916 B. FRANK BROWN, A.B., '91; A.M., '98.
1912, *Principal*, Lake View High School; 4051 North Ashland
Ave., Chicago, Illinois.
- 1923 C. A. BROWN.
Abbott, Maine.
- 1916 EDWARD L. BROWN, A.B., '86; A.M., '90; Lit.D., '14.
1898, *Principal*, North Side High School; 3324 Zuni St., Den-
ver, Colorado.
- 1918 GEORGE A. BROWN, C.E., '81.
1897, *Managing Editor*, "School and Home Education"; Bloom-
ington, Illinois.
- 1922 MARY M. BROWN.
Portland, Michigan.
- 1922 RICE E. BROWN.
Emporia, Kansas.
- 1922 R. G. BROWN.
Armstrong, Illinois.
- 1920 V. I. BROWN, A.B., '19.
1920, *Principal*, Community High School; Watseka, Illinois.
- 1922 WALKER N. BROWN.
East High School; Peoria, Illinois.
- 1922 WALKER W. BROWN.
Stoughton, Wisconsin.
- 1921 GEORGE F. L. BRYANT, B.S., '17.
1920, *Principal*, Porter High School; Kezar Falls, Maine.
- 1922 W. C. BUCHANAN, A.B.
East Lansing, Michigan.
- 1916 BENJAMIN F. BUCK, A.B., '93.
1913, *Principal*, Senn High School; 5900 Glenwood Ave., Chi-
cago, Illinois.
- 1916 GEORGE BUCK, A.B., '91; A.M., '01.
1910, *Principal*, Shortridge High School; Michigan and Penn
Sts., Indianapolis, Indiana.

- 1918 B. R. BUCKINGHAM, Ph.B., '01; Ph.D., '13.
1921, *Director* of Educational Research, Ohio State University;
Columbus, Ohio.
- 1920 J. B. BUCKLER.
Minonk, Illinois.
- 1922 CHESTER A. BUCKNER, A.B., '09; A.M., '11; Ph.D., '18.
1920, School of Education, University of Pittsburgh; Pitts-
burgh, Pennsylvania.
- 1923 E. W. BUFFON.
Netawaka, Kansas.
- 1917 P. C. BUNN, Ph.B., '09.
1914, *Principal*, High School; 860 Sixth St., Lorain, Ohio.
- 1921 EVA BURNET, B.A., '07; M.Di., '19.
1920, *Principal*, High School; Allerton, Iowa.
- 1921 HARRY H. BURNHAM.
Biddeford, Maine.
- 1920 A. J. BURNS.
Sterling, Illinois.
- 1923 CHARLES BURSCH.
Riley, Kansas.
- 1917 ALDEN JAMES BURTON, A.B., '08.
1918, *Principal*, East High School; Des Moines, Iowa.
- 1921 RALPH H. BUSH.
Joliet Township High School; Joliet, Illinois.
- 1922 CHAS. H. BUTLER.
Pittsfield, Illinois.
- 1916 WILLIAM M. BUTLER, A.B., '77.
1909, *Principal*, Yeatman High School; 3616 North Garrison
Ave., St. Louis, Missouri.
- 1920 C. C. BYERLY.
Princeville, Illinois.
- 1922 C. E. BYERS, A.B., '11; A.M., '13.
1915, *Principal*, High School; Huntington, Indiana.
- 1920 LEE BYRNE, A.B., A.M., '17; Ph.D..
30 South Governor St., Iowa City, Iowa.
- 1922 W. H. CAIN.
Western Normal High School; 717 West Lovell St., Kala-
mazoo, Michigan.
- 1923 FRANCES M. CAMP.
Eagle Grove, Iowa.
- 1922 PAUL N. CAMPBELL.
Norman, Oklahoma.
- 1923 WILLIAM CAMPBELL.
Pratt, Kansas.
- 1922 WILLIAM CARDEW,
Trenary, Michigan.
- 1921 R. CARLEY.
Ogden, Illinois.
- 1922 GEORGE N. CARMAN, A.B., '81; A.M., '06.
1895, *Director*, Lewis Institute; Chicago, Illinois.

- 1919 J. W. CARRINGTON,
Homer, Illinois.
- 1922 R. B. CARSON,
Milledgeville, Illinois.
- 1923 D. M. CARTER,
Sawyer, Kansas.
- 1923 J. FRANK CARTER,
Stevens High School; Rumford, Maine.
- 1920 JOHN LINTON CARVER, B.L., '93; A.M., '03; Ph.D., '05,
1917, *Principal*, Friends' Seminary; 226 East Sixteenth St.,
New York.
- 1921 J. W. CASTELO,
La Moille, Illinois.
- 1919 THOMAS C. CHAFFEE, A.B., '02,
1914, *Principal*, Gardiner High School; 216 Brunswick Ave.,
Gardiner, Maine.
- 1921 L. W. CHALCROFT,
Valmeyer, Illinois.
- 1922 H. E. CHANDLER,
Junction City, Kansas.
- 1919 LEO E. CHANGNON,
1919, *Principal*, Donovan Township High School; Donovan,
Illinois.
- 1921 ELIZABETH K. CHAPMAN,
Principal, Dixfield High School; Dixfield, Maine.
- 1922 IRA T. CHAPMAN, A.B., A.M.,
1917, *Superintendent* of Schools; New Brunswick, New Jersey.
- 1922 IVAN CHAPMAN,
Western High School; Detroit, Michigan.
- 1921 CLAUDE S. CHAPPELEAR,
Sugar Grove, Illinois.
- 1919 L. W. CHATHAM, B.S., '10; M.S., '17,
1919, *Principal*, Pana Township High School; Pana, Illinois.
- 1917 JOHN O. CHEWNING, A.B., '01,
1916, *Principal*, Central High School; Sixth and Vine Sts.,
Evansville, Indiana.
- 1923 A. CHICK,
Monmouth Academy; Monmouth, Maine.
- 1922 H. C. CHRISTOFFERSON,
Red Wing, Minnesota.
- 1916 HARRY VICTOR CHURCH, Ph.B., '94,
1899, *Principal*, J. Sterling Morton High School; Twenty-
fifth St. and Sixtieth Ave., Cicero, Illinois.
- 1922 A. H. CLARK,
Principal, Hamtramck School; Detroit, Michigan.
- 1919 A. L. CLARK, B.S.,
1048 Nineteenth St., Des Moines, Iowa.
- 1922 M. CLAY,
Caro, Michigan.
- 1922 A. B. CLOSE,
Taylorville, Illinois.

- 1922 G. F. CLOSE.
Woodhull, Illinois.
- 1921 HAROLD P. COBB,
South Windham, R. No. 1, Maine.
- 1921 JOHN L. COBB,
Lolant, Illinois.
- 1921 J. R. COLBERT,
Greenfield, Illinois.
- 1923 H. J. COLBURN,
Washburn High School; Topeka, Kansas.
- 1919 W. P. COLBURN, Ph.B., '05.
1912, *Superintendent* and *Principal*, Rhinelander Schools; 4
North Baird Ave., Rhinelander, Wisconsin.
- 1922 C. F. COLE, Ph.B.
1907, *Principal*, West High School; Green Bay, Wisconsin.
- 1922 M. F. COLE,
Lincoln High School; Ferndale, Michigan.
- 1919 G. H. COLEBANK,
1914, *Principal*, Fairmont High School; Fairmont, West Vir-
ginia.
- 1922 C. W. COLEMAN,
Southwest LaGrange School; LaGrange, Georgia.
- 1920 G. R. COLLINS,
Westville, Illinois.
- 1923 B. F. COMFORT,
Cass Technical High School; Detroit, Michigan.
- 1922 E. M. CONKLIN,
Marshall, Michigan.
- 1923 D. E. CONNOR,
Durham, Kansas.
- 1922 WILLIAM L. CONNOR, A.B., '14,
1920, *Principal*, Longwood High School; 432 East 109th St.,
Cleveland, Ohio.
- 1921 (MRS.) NELLIE CONRARDY,
La Harpe, Illinois.
- 1921 A. F. COOK,
Superintendent; Hinsdale, Illinois.
- 1921 LEON E. COOK,
State College Station; Raleigh, North Carolina.
- 1916 R. R. COOK, A.B., '08.
1918, *Principal*, Topeka High School; Topeka, Kansas.
- 1917 WALTER FRANCIS COOLIDGE, A.B., '99; A.M., '01; A.M., '14.
1913, *Principal*, Granite City High School, 2325 D. St., Granite
City, Illinois.
- 1921 W. C. COOMBS,
Principal, Livermore High School; Livermore Falls, Maine.
- 1921 R. J. CORNELL, A.B., '19,
1918, *Principal*, Amos Hiatt Junior High School; Des Moines,
Iowa.
- 1922 J. H. CORNS,
Principal, Southeastern High School; Detroit, Michigan.

- 1922 E. D. CORNWELL.
Greenup, Illinois.
- 1923 JOHN J. COREY.
Principal, South Side High School; Denver, Colorado.
- 1921 ANNA E. COUGHLIN.
Rockland, Maine.
- 1923 RUTH L. COULTER.
Forest City, Iowa.
- 1920 H. M. COULTRAP, A.B., '08; A.M., '14.
1912, *Superintendent* of Schools; Geneva, Illinois.
- 1921 RUTH L. COULTER, Ph.B., '14.
1919, *Principal*, High School; Forest City, Iowa.
- 1922 GEORGE S. COUNTS.
Yale University; New Haven, Connecticut.
- 1919 PHILIP W. L. COX, A.B., '05.
1922, *Principal*, Junior-Senior High School, Lincoln School,
Teachers College; New York.
- 1917 JOHN A. CRAIG, A.B., '09; A.M., '10.
1915, *Principal*, Muskegon High and Hackley Manual Train-
ing School; 178 W. Webster Ave., Muskegon, Michigan.
- 1923 (Mrs.) E. B. CRAIN.
Mankato, Kansas.
- 1923 HELEN B. CRANE.
East Lansing, Michigan.
- 1922 PERCY F. CRANE.
Washington Academy, East Machias, Maine.
- 1919 J. H. CRANN, B.Sc., '06.
1918, *Principal*, York Community High School; Elmhurst,
Illinois.
- 1923 T. T. CRANNY.
Grinnell, Iowa.
- 1918 J. R. CRANOR.
Sandwich, Illinois.
- 1922 LEWIS D. CRAWFORD.
Mattawan, Michigan.
- 1922 FRED H. CRONINGER, B.S., '05.
1921, *Principal*, High School; Fort Wayne, Indiana.
- 1921 H. E. CROOKER.
Berwick Academy; South Berwick, Maine.
- 1921 G. A. CROSTHWAIT.
Yates City, Illinois.
- 1922 C. CROUSE.
Lebanon, Illinois.
- 1922 M. M. CRUFT.
Virginia, Illinois.
- 1922 J. A. CULLEN.
1920, School of Industrial Arts; Mt. Vernon, New York.
- 1920 H. H. CULLY, A.B., '87.
1905, *Principal*, Glenville High School; Cleveland, Ohio.
- 1919 F. L. CUMMINGS, A.B., '04; A.M., '11.
1916, *Principal*, Fergus County High School; 1007 West
Boulevard, Lewiston, Montana.

- 1921 FRANK CUNNINGHAM.
Mapleton, Maine.
- 1922 EDWIN J. DAHL.
Moorhead, Minnesota.
- 1920 H. C. DAINES, A.B., B.C.S.
1919, *Director*, Central Y. M. C. A. School; 19 So. La Salle
Street, Chicago, Illinois.
- 1921 REX W. DALE.
Flora, Illinois.
- 1919 JAMES D. DARNELL, A.B., '16; M.A., '17.
1919, *Principal*, Township High School; Geneseo, Illinois.
- 1921 ALFRED DAVIS.
Jonesport, Maine.
- 1922 CALVIN O. DAVIS.
Professor of Secondary Education, University of Michigan;
Ann Arbor, Michigan.
- 1917 GEORGE E. DAVIS, A.B., '02; A.M., '09.
1919, *Principal*, Walnut Hills High School; Cincinnati, Ohio.
- 1923 E. O. DAVIS.
Senior High School; Stillwater, Oklahoma.
- 1916 JESSE B. DAVIS, A.B., '95; A.M., '11; A.M., (Hon.) '16.
1920, *Supervisor of Secondary Education*, State House;
Hartford, Connecticut.
- 1921 M. G. DAVIS, A.B., '14; A.M., '20.
1918, *Principal*, High School; Grinnell, Iowa.
- 1922 NETTIE M. DAVIS.
Horton, Kansas.
- 1922 L. O. DAWSON.
Stronghurst, Illinois.
- 1917 THOMAS M. DEAM, A.B., '08; A.M., '15.
1916, *Principal*, Decatur High School; Decatur, Illinois.
- 1919 H. A. DEAN.
Superintendent of Schools; Crystal Lake, Illinois.
- 1920 CHARLES E. DECKER.
Kewanee, Illinois.
- 1919 E. M. DEEM,
Gurnee, Illinois.
- 1920 R. A. DEFFENBAUGH.
Rochelle, Illinois.
- 1923 (Mrs.) KATHERINE DE FERRIN.
Corunna, Michigan.
- 1919 F. J. DESMOND, B.S., '11; A.B., '17; LL.B., '19; A.M.
1919, *History Department*, Washington High School; Mil-
waukee, Wisconsin.
- 1921 RAY O. DIETHER, B.A., M.A.
1919, *Principal*, Union High School; *Supervising Principal*,
Grammar School; Big Pine, California.
- 1922 J. H. DIRKS.
Halstead, Kansas.

- 1921 A. A. DODD.
Principal, Manual Training High School; Kansas City,
Missouri.
- 1920 H. S. DOOLITTLE, A.B., '15.
Calumet, Michigan.
- 1921 J. T. DORRIS.
Waverly, Illinois.
- 1923 R. D. DOW.
Andover, Maine.
- 1917 JAMES E. DOWNEY, A.B., '97; A.M., '05.
Principal, High School of Commerce; Boston, Massachusetts.
- 1922 ALBERT H. DREIER.
Holton, Kansas.
- 1922 FLOYD DRURY.
Plains, Kansas.
- 1920 OTTO F. DUBACH, Ph.B., '98; Ph.M., '06.
1920, *Principal*, Central High School; Kansas City, Missouri.
- 1920 F. J. DU FRAIN, A.B., '16.
1921, *Principal*, High School; Pontiac, Michigan.
- 1922 NEAL DUNCAN.
Milledgeville, Illinois.
- 1921 SMITH DUNNACK.
Somerset Academy; Athens, Maine.
- 1922 H. L. DYAR.
Washburn, Illinois.
- 1922 ROBERT H. EARLEY, A.B.
1918, *Principal*, Lyman Hall High School; Wallingford,
Connecticut.
- 1923 F. L. EARLY.
Buchanan, Michigan.
- 1916 E. J. EATON, A.B., '04; A.M., '19.
1920, *Principal*, South High School; Youngstown, Ohio.
- 1922 LIDA M. EBBERT, Ph.B., '08; A.M., '21.
1910, *Principal*, Linden High School; Linden, New Jersey.
- 1923 MILDRED EBERT.
New Hampton, Iowa.
- 1918 SILAS ECHOLS, B.A., '05.
1915, *Principal*, High School; 612 Broadway, Mt. Vernon,
Illinois.
- 1921 BROTHER ELIGINS.
Holy Trinity High School; Chicago, Illinois.
- 1921 L. W. ELKINS.
Kennebunk, Maine.
- 1918 CARLOS B. ELLIS.
1910, *Principal*, High School of Commerce; Springfield,
Massachusetts.
- 1922 MARTHA E. EMRY.
Fairfield, Iowa.
- 1923 EDNA WHITE ERNST.
Wapello, Iowa.
- 1922 S. D. ERWINE.
McLean, Illinois.

- 1918 FRANK S. ESPEY.
1917, *Principal*, Roberts High School; Superintendent of District No. 40; Roberts, Illinois.
- 1921 ALBERT W. EVANS.
Wendell Phillips High School; Chicago, Illinois.
- 1922 EVAN EVANS.
Cherryvale, Kansas.
- 1922 GEORGE W. EVANS.
1905, *Principal*, Charleston High School; Boston, Massachusetts.
- 1922 H. E. EVELAND.
Fisher, Illinois.
- 1916 CHARLES D. EVERETT, A.B., '80; A.M., '93.
1893, *Principal*, North High School; Fourth and Dennison Avenue, Columbus, Ohio.
- 1922 D. M. EWING.
North Crystal Lake, Illinois.
- 1920 WILLIAM F. EWING, A.B., '06; M.A., '19.
1920, *Principal*, Pasadena High School; Pasadena, California.
- 1918 CHAS. B. FAGER, JR., A.M., '93; M.D., '93; Sc.D., '11.
1905, *Principal*, Technical High School; 2417 N. Front Street, Harrisburg, Pennsylvania.
- 1921 JOHN E. FARLEY.
Palmyra, Illinois.
- 1921 CLINTON E. FARNHAM, A.B., '11; A.M., '17.
Winchester, Massachusetts.
- 1919 ELIZABETH FAULKNER, A.B., '85.
1909, *Principal*, The Faulkner School; 4746 Dorchester Avenue, Chicago, Illinois.
- 1919 N. R. FEASLEY, A.B., '14.
Downers Grove, Illinois.
- 1918 BEULAH A. FENIMORE, B.S., '16; F.R.S.
1917, *Principal*, Kensington High School; Cumberland and Amber Sts., Philadelphia, Pennsylvania.
- 1922 F. L. FICKINGER.
Riverside High School; Sewickley, Pennsylvania.
- 1922 ELLEN FILEAN.
Humboldt, Iowa.
- 1918 RALPH E. FILES, A.B., '95.
1912, *Principal*, High School; East Orange, New Jersey.
- 1920 WALTER FINK.
Fairmont, Illinois.
- 1918 F. H. FINLEY.
Sullivan, Illinois.
- 1922 LEIGH V. FINLEY.
Catlin, Illinois.
- 1923 R. S. FINLEY.
Fort Kent, Maine.
- 1919 C. A. FISHER, A.B., '10; A.M., '19.
Principal, Central High School; Kalamazoo, Michigan.

- 1921 W. P. FLAHERTY.
Mokena, Illinois.
- 1918 M. L. FLANINGAM, B.S., '04; A.M., '14.
1908, *Principal*, Urbana High School; Indiana Avenue, Urbana,
Illinois.
- 1921 D. F. FLEMING, A.M.
1921, *Principal*, Community High School, Colfax, Illinois.
- 1923 J. A. FLEMING.
Bonner Springs, Kansas.
- 1917 IRA A. FLINNER, Ph.B., '06; A.B., '11; A.M., '20.
1911, *Headmaster*, Huntington School for Boys; 316 Hunt-
ington Avenue, Boston, Massachusetts.
- 1919 LEWIS L. FORSYTHE, A.B., '04.
1917, *Principal*, Ann Arbor High School; 1314 Forest Avenue,
Ann Arbor, Michigan.
- 1919 L. M. FORT, B.A., '13.
1918, *Principal*, High School; Mitchell, South Dakota.
- 1921 G. HERBERT FOSS.
Fort Fairfield, Maine.
- 1922 C. R. FOSTER.
Latimer Junior High Schools; Pittsburgh, Pennsylvania.
- 1921 H. A. FOSTER.
Belfast, Maine.
- 1923 H. D. FOSTER.
Orono, Maine.
- 1923 H. H. FOSTER.
Ypsilanti, Michigan.
- 1922 BURTON P. FOWLER, A.B., '07.
1918, *Principal*, Central High School, Cleveland, Ohio.
- 1923 ROY U. FOWLER.
Dixfield, Maine.
- 1923 W. C. FOWLER.
Hiawatha, Kansas.
- 1923 E. J. FOX.
Neinan Intermediate School; Detroit, Michigan.
- 1922 GUY FOX.
1920, *Principal*, High School; Leadville, Colorado.
- 1922 R. R. FOX.
Lake City, Michigan.
- 1923 W. J. FRANKS.
Ponca City, Oklahoma.
- 1921 CARL G. F. FRANZEN, A.B., '08; M.A., '12; Ph.D., '20.
1920, *Professor* of Secondary Education, Drake University;
Des Moines, Iowa.
- 1923 W. R. FRAZER.
McPherson, Kansas.
- 1921 WILL FRENCH, A.B., B.S., (Ed.).
1916, *Superintendent*; Winfield, Kansas.
- 1922 E. B. FRESHWATER.
Macomb, Illinois.

- 1921 ELBERT K. FRETWELL, Ph.D.
1917, *Professor*, Teachers College, Columbia University; New York City.
- 1917 V. K. FROULA, A.B., '98.
Roosevelt High School; Seattle, Washington.
- 1916 L. A. FULWIDER, A.B., '95; A.M., '05.
1904, *Principal*, High School; 34 Lincoln Avenue, Freeport, Illinois.
- 1923 E. A. FUNK.
Arkansas City, Kansas.
- 1918 H. H. GADSBY, A.B., '86; Ph.D., '92.
1895, *Principal*, Drury High School; North Adams, Massachusetts.
- 1922 M. C. GALLAGHER.
Detroit, Minnesota.
- 1920 F. A. GANZER.
Green Valley, Illinois.
- 1922 H. E. GARDNER.
Principal, West Junior High School; Lansing, Michigan.
- 1922 HOMER L. GARRETT.
Louisiana State University, Baton Rouge, Louisiana.
- 1923 R. J. GARRETT.
Richmond, Maine.
- 1922 MARY GARRISON.
Mendon, Michigan.
- 1922 LORENA M. GARY.
Principal, High School; Athens, Michigan.
- 1921 C. W. GETSMANN, A.B., A.M., B.D.
1917, *Principal*, High School; Oklahoma City, Oklahoma.
- 1923 LEE E. GEYER.
Corning, Kansas.
- 1920 W. C. GIESE.
Racine, Wisconsin.
- 1923 G. A. GILBERT.
Lamont, Michigan.
- 1922 GEORGE H. GILBERT, JR., B.A., '14.
1917, *Principal*, High School; Wellesley Hills, Massachusetts.
- 1921 J. F. GILLILAND, A.B.
1910, *Principal*, Senior High School; Arkansas City, Kansas.
- 1921 W. L. GLASCOCK, A.B., '05; A.M., '06.
1912, *Principal*, San Mateo Union High School; San Mateo, California.
- 1916 RONALD P. GLEASON, B.Sc., '87.
1905, *Principal*, Technical High School; Scranton, Pennsylvania.
- 1916 W. L. GOBLE, B.S., '01.
1905, *Principal*, Elgin High School; Elgin, Illinois.
- 1919 W. A. GOODIER,
Bloomington, Illinois.
- 1921 NELLIE GOODMAN, B.Di., '10; B.A., '12.
Estherville, Iowa.

- 1922 MAUDE I. GORHAM.
Holcomb, Kansas.
- 1917 HARRY R. GORRELL, B.S., '06.
1909, *Principal*, Washington High School; Massillon, Ohio.
- 1918 THOMAS WARRINGTON GOSLING, A.B., '94; A.M., '04; Ph.D., '11.
1921, *Superintendent*; 22 West Dayton Street, Madison, Wisconsin.
- 1918 V. BLANCHE GRAHAM, B.S., '94.
1910, *Principal*, High School; Naperville, Illinois.
- 1922 RUTH GRAHN.
McBrides, Michigan.
- 1923 W. L. GRAY.
Belding, Michigan.
- 1922 CARL GREEN.
Flat Rock, Illinois.
- 1921 GEORGE M. GREEN.
Principal, Inglewood Union High School; Inglewood, California.
- 1921 JOSEPH GREEN.
Buxton, Maine.
- 1923 ROY V. GREEN.
Lyndon, Kansas.
- 1921 ELLEN M. GREGG.
Wheaton, Illinois.
- 1922 C. E. GRIFFITH.
Wyoming, Illinois.
- 1922 M. R. GRIGSBY.
Oregon, Illinois.
- 1920 JULIA BELL GRISWOLD, A.B., '09; A.M., '15.
1917, *Principal*, Wellston High School; Wellston, St. Louis, Missouri.
- 1920 FRANK L. GROVE, A.B.; A.M.
1918, *Principal*, Mobile High School; Mobile, Alabama.
- 1922 P. F. GROVE.
Mt. Carroll, Illinois.
- 1922 C. C. GROVER.
Superintendent; Winslow, Arizona.
- 1922 C. COOPER GROVES.
Chester, Illinois.
- 1922 W. W. HAGGARD.
West Side High School, Saginaw, Michigan.
- 1916 AVON S. HALL, A.B., '84.
1913, *Principal*, Medill High School; Chicago, Illinois.
- 1922 G. R. HAMILTON.
Hopedale, Illinois.
- 1922 JESSIE M. HAMILTON.
Morey Junior High School; Denver, Colorado.
- 1921 HERBERT F. HANCOX, A.B., '10; A.M., '11.
1919, *Principal*, Central Evening Preparatory School; 19 South La Salle Street, Chicago, Illinois.

- 1919 W. C. HANDLIN.
Lincoln, Illinois.
- 1921 JOHN LOUIS HANEY, B.S., '98; A.M., '00; Ph.D., '01.
1920, *President*, Central High School; Philadelphia, Pennsylvania.
- 1920 BEN M. HANNA.
Rockford, Illinois.
- 1919 C. C. HANNA.
1920, *Principal*, Bridgeport Township High School; Bridgeport, Illinois.
- 1919 L. W. HANNA, Ph.B., '09.
1917, *Principal*, Township High School; Centralia, Illinois.
- 1917 ROY F. HANNUM, A.B., '07.
1919, *Principal*, High School; Ft. Dodge, Iowa.
- 1921 F. E. HANSCOM, M.A.
1897, *Principal*, Gould's Academy; Bethel, Maine.
- 1917 RICHARD T. HARGREAVES, A.B., '02.
Principal, Central High School; Minneapolis, Minnesota.
- 1923 E. L. HARMS.
Augusta, Kansas.
- 1921 W. E. HARNISH.
Bellflower, Illinois.
- 1922 PAUL W. HARNLY.
Chanute, Kansas.
- 1922 W. G. HARRIS.
Elgin, Illinois.
- 1921 CHARLES B. HASKELL, A.B.
1919, *Principal*, High School; South Portland, Maine.
- 1921 CHARLES O. HASKELL.
Harvard, Illinois.
- 1920 L. W. HAVILAND.
Onarga, Illinois.
- 1919 WALTER W. HAVILAND, A.B., '93.
1911, *Principal*, Friends' Select School; Philadelphia, Pennsylvania.
- 1922 WILLIAM HAWKES.
Toulon, Illinois.
- 1923 H. H. HAWLEY.
Ludington, Michigan.
- 1923 M. J. HAYES.
Hutchins School; Detroit, Michigan.
- 1923 R. M. HAYES.
Unity, Maine.
- 1922 WILLIAM F. HEAD, B.S., '09.
1917, *Principal*, High School; Albion, Michigan.
- 1919 BERTRAM A. HEDGES, A.B., '16.
Argenta, Illinois.
- 1919 L. C. HEDRICK.
Cropsey, Illinois.
- 1921 AGNES HEIGHTSHOE, M.Di., '03; B.A., '11.
1903, *Principal*, High School; Perry, Iowa.

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- 1921 A. G. HEITMAN, A.B., '08.
1920, *Principal*, High School, University of Iowa; Sioux City, Iowa.
- 1922 H. E. HENDRIX.
Mesa, Arizona.
- 1919 R. B. HENLEY.
Gurnee, Illinois.
- 1921 ELROY W. HEOB.
Neoga, Illinois.
- 1922 F. A. HERRINGTON.
DePue, Illinois.
- 1923 J. R. HERVEY.
South Haven, Michigan.
- 1922 VIRGINIA P. HICKS.
Lakin, Kansas.
- 1920 A. B. HIETT.
Gardner, Illinois.
- 1921 LUELLA HIGHTSHOE, A.M., '07.
1919, *Principal*, High School; Shenandoah, Iowa.
- 1917 THOMAS CRAWFORD HILL, A.B., '81.
1904, *Principal*, Christian Fenger High School; Chicago, Illinois.
- 1920 C. M. HIMEL.
Principal, Des Plaines Township High School; Des Plaines, Illinois.
- 1923 L. F. HIRE.
Wyandotte, Michigan.
- 1922 W. G. HIRONS.
Grand Junction, Colorado.
- 1917 A. M. HITCH, A.B., '97; B.S., '07.
1907, *Principal*, Kemper Military School; Boonville, Missouri.
- 1919 FREDERICK ST. J. HITCHCOCK.
1906, *Principal*, New London Vocational High School; New London, Connecticut.
- 1923 O. F. HITE.
Dodge City, Kansas.
- 1918 W. W. HOBBS.
North High School; Minneapolis, Minnesota.
- 1923 JOHN A. HODGE.
Sumner High School; Kansas City, Kansas.
- 1922 F. H. HOFF.
Westfield, Illinois.
- 1922 P. M. HOKE.
Heyworth, Illinois.
- 1920 H. D. HOLDEN.
Manlius, Illinois.
- 1922 F. C. HOOD.
Vandalia, Illinois.
- 1917 WALTER D. HOOD, B. A., '94.
1908, *Principal*, The Gilbert School; Winsted, Connecticut.
- 1921 W. S. HOOVER, B.S.
Principal, Community High School; Clinton, Illinois.

- 1922 FRANCES E. HOPKINS.
Principal, High School; Lyons, Michigan.
- 1923 WALTER HORSH.
Three Rivers, Michigan.
- 1919 B. Q. HOSKINSON, A.B., '16; A.M., '17.
Augusta, Illinois.
- 1919 OTTIS HOSKINSON, A.B., '00; A.M., '16.
Paxton, Illinois.
- 1920 O. C. HOSTETLER.
Farmer City, Illinois.
- 1919 H. W. HOSTETTLER.
Olney, Illinois.
- 1922 HENRY G. HOTZ.
University of Arkansas, Fayetteville, Arkansas.
- 1921 W. LYNN HOUSEMAN.
White Plains, New York.
- 1919 G. E. HOWARD.
1918, *Superintendent*, Farina, Illinois.
- 1921 R. H. HOWELL.
Sullivan, Maine.
- 1923 G. H. HOWER.
Ellis, Kansas.
- 1923 C. F. HOWLAND.
Washburn, Maine.
- 1919 A. E. HUBBARD.
Wellington, Illinois.
- 1922 CHARLES S. HUFF, A.B.
1910, *Principal*, High School; Asbury Park, New Jersey.
- 1919 G. N. HUFFORD.
St. Charles, Illinois.
- 1918 H. D. HUGHES, A.B., '08; A.M., '17.
Brewer Teachers Agency, Chicago, Illinois.
- 1921 W. HARDIN HUGHES, Ph.B., M.A.
1920, *District Superintendent and Principal*, Claremont Junior-Senior High School; Claremont, Los Angeles County, California.
- 1922 JAY EARLE HULET.
Keyesport, Illinois.
- 1923 R. C. HUNT.
Howard, Kansas.
- 1923 R. L. HUNT.
Hebron Academy, Hebron, Maine.
- 1923 HARRY HUSTON.
Blackwell, Oklahoma.
- 1923 J. L. HUTCHINSON.
Pittsburgh, Kansas.
- 1920 CLEMENT C. HYDE, A.B., '92; L.H.D., '12.
1911, *Principal*, Hartford Public High School; Hartford, Connecticut.
- 1922 R. W. HYNDMAN.
Canton, Illinois.

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- 1922 R. W. HYNDMAN, A.B., '15; A.M., '12.
1920, *Principal*, High School; Hillsdale, Michigan.
- 1920 HARRY E. ILER.
Averyville High School, Peoria, Illinois.
- 1923 L. R. ISAACS.
Charles City, Iowa.
- 1921 WILLIAM B. JACK.
Principal, Portland High School; Portland, Maine.
- 1920 EURIS JACKSON.
Christopher, Illinois.
- 1921 RALPH W. JACKSON.
Benton, Illinois.
- 1923 ESTHER JACOBS.
Burlington, Iowa.
- 1922 DANIEL F. JANTZEN, A.B., '21.
1918, *Principal*, Union High School; Phoenix, Arizona.
- 1922 WILLSON JARMAN.
Nauvoo, Illinois.
- 1921 RICHARD W. JEFFERY.
John Swaney High School; McNabb, Illinois.
- 1923 A. W. JELLISON.
Milo, Maine.
- 1923 FERN JENKINS.
Cassopolis, Michigan.
- 1922 J. K. JENKINS.
Saffordville, Kansas.
- 1923 LOUISE K. JESSEN.
Milford, Iowa.
- 1922 JOHN H. JESSUP, A.B.
1920, *Principal*, High School; Harlan, Iowa.
- 1921 FRANKLIN W. JOHNSON,
Teachers College, New York City.
- 1923 G. T. JOHNSON.
Oswego, Kansas.
- 1922 JOHN H. JOHNSON.
Mapleton, Illinois.
- 1922 C. E. JOINER.
LeRoy, Illinois.
- 1918 ARTHUR J. JONES, A.B., '93; Ph.D., '07.
1915, *Professor* of Secondary Education, School of Education,
College Hall, University of Pennsylvania; Philadelphia,
Pennsylvania.
- 1921 BURTON R. JONES.
Manning, Iowa.
- 1923 G. F. JONES.
Denton, Kansas.
- 1922 GALEN JONES, A.B., '18; A.M., '21.
Sapulpa, Oklahoma.
- 1922 J. W. JONES.
Melvin, Illinois.

- 1922 WILLIAM E. JONES.
Medicine Lodge, Kansas.
- 1922 WILLIAM O. JONES.
DeLand, Illinois.
- 1921 CHARLES A. J. JORDAN.
Hollis, Maine.
- 1923 G. B. KAPPELMANN.
Powhattan, Kansas.
- 1923 O. T. KAPPELMANN.
White City, Kansas.
- 1922 A. E. KARNES.
Twin Falls, Idaho.
- 1922 D. L. KATTERJOHN.
Altamont, Kansas.
- 1921 R. D. KEAN.
Casey, Illinois.
- 1922 CARL R. KEELER.
Greenleaf, Kansas.
- 1923 LEWIS KEELER.
Osborne, Kansas.
- 1922 MARGUERITE KEHR.
Lake Forest College, Lake Forest, Illinois.
- 1918 PAUL G. W. KELLER, B.S., '01.
1920, *Principal*, Waukegan Township Secondary Schools;
Waukegan, Illinois.
- 1923 GLENN K. KELLEY.
Norway, Maine.
- 1922 M. C. KELLEY.
Vermilion, Illinois.
- 1922 H. V. KEPNER.
Principal, West Side High School; Denver, Colorado.
- 1919 GILBERT A. KETCHAM, A.B., 1899.
1912, *Principal*, Missoula County High School; 813 Hilda
Street, Missoula, Montana.
- 1919 J. KETTERY, A.B., '16.
1919, *Principal*, Township High School; Long View, Illinois.
- 1921 ETHEL J. KEYS.
Mattoon, Illinois.
- 1923 M. R. KEYES.
Mattanawcook Academy; Lincoln, Maine.
- 1921 THOMAS M. KILBRIDE.
Virden, Illinois.
- 1921 P. H. KIMBALL.
Principal, Brunswick High School; Brunswick, Maine.
- 1922 R. R. KIMMEL.
Washington, Illinois.
- 1919 C. H. KINGMAN, A.B., '05.
1913, *Principal*, Township High School; Ottawa, Illinois.
- 1922 CHARLES R. KINISON.
Rosemond, Illinois.

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- 1919 E. R. KIRBY, B.S., '16.
1919, *Principal*, Empire Township High School, Leroy, Illinois.
- 1921 THOMAS J. KIRBY, A.B., '06; M.A., '10; Ph.D., '13.
1920, *Professor* of Secondary Education, University of Iowa,
Iowa City, Iowa.
- 1919 H. H. KIRKPATRICK.
Principal, High School; Tuscola, Illinois.
- 1920 GERALD W. KIRN, Ph.B., '09; M.A., '13.
1919, *Principal*, High School; Council Bluffs, Iowa.
- 1923 G. W. KLIEHEGE.
Hoisington, Kansas.
- 1922 D. G. KNAPP.
Rogers, Michigan.
- 1921 CHARLES E. KNECHLER.
Loda, Illinois.
- 1921 J. D. KNIGHT.
Lyndon, Illinois.
- 1922 ROBERT R. KNOWLES, B.S.
1922, *Principal*, Industrial Arts High School; Sterling, Colo-
rado.
- 1920 CHARLES W. KNUDSON.
Eureka, Illinois.
- 1921 OSCAR F. KOCH, Ph.B.
1921, *Principal*, High School; Kewanee, Illinois.
- 1919 EARL J. KOEHLER, B.S., '17.
1919, *Principal*, Geneva High School; Geneva, Illinois.
- 1923 C. A. KOLB.
Reserve, Kansas.
- 1918 G. J. KOONS, A.B., '12.
1918, *Superintendent* of Schools, *Principal* of Township High
School; 922 North Chicago St., Pontiac, Illinois.
- 1920 LEONARD V. KOSS, A.B., '07; A.M., '15; Ph.D., '16.
1919, *Professor* of Secondary Education, University of Minne-
sota; Minneapolis, Minnesota.
- 1922 MATHILDA KREBS.
1917, *Principal*, Westmont-Upper Yoder High School; Johns-
town, Pennsylvania.
- 1919 RICHARD E. KRUG.
1903, *Principal*, North Division High School; Milwaukee,
Wisconsin.
- 1923 L. D. KRUGER.
Rosedale High School; Kansas City, Kansas.
- 1919 W. W. KRUMSIEK, A. B., '13.
Edwardsville, Illinois.
- 1922 H. W. KUEHNER.
Stephenson, Michigan.
- 1921 R. J. KYGER.
Alvin, Illinois.
- 1922 A. H. LANCASTER.
Dixon, Illinois.

- 1917 D. LANGE, A.B., '09.
1916, *Principal*, Mechanic Arts High School; Central and
Roberts Sts., St. Paul, Minnesota.
- 1922 KATHRYN G. LANGLEY.
Hill City, Kansas.
- 1923 (MRS.) ZENAIDE LARKINS.
Northville, Michigan.
- 1922 J. A. LARSEN.
Senior High School; Little Rock, Arkansas.
- 1921 C. E. LARSON.
Stronghurst, Illinois.
- 1918 ARNOLD LAU, LL.B., '06; Ph.B., '18.
Y. M. C. A., 19 South La Salle St., Chicago.
- 1921 C. E. LAUTERBACH, A.B., '11.
Bushnell, Illinois.
- 1922 L. W. LAWRENCE.
Reed City, Michigan.
- 1920 H. W. LEACH, B.S., '11.
1917, *Principal*, Marietta High School; Marietta, Ohio.
- 1922 CHARLES E. LE FURGE.
Lansing, Michigan.
- 1923 CARL E. LEGROW.
Brooks, Maine.
- 1921 R. W. LEIGHTON.
Principal, Showhegan High School; Showhegan, Maine.
- 1922 H. M. LEINBAUGH.
Mendon, Illinois.
- 1922 C. E. LEMME.
Madison, Illinois.
- 1919 J. E. LEMON, A.B., '83.
1894, *Superintendent* of Schools; Blue Island, Illinois.
- 1922 GEORGE F. LEONARD, B.S., '05; A.B., '14.
1921, *Principal*, High School; Crawfordsville, Indiana.
- 1922 MERTON C. LEONARD.
Dickinson High School; Jersey City, New Jersey.
- 1922 RALPH F. LESEMAN.
Nashville, Illinois.
- 1922 MARTHA M. LETTS, A.B.
1903, *Principal*, High School; Sedalia, Missouri.
- 1923 JAMES LEWIS.
Westbrook, Maine.
- 1916 WILLIAM D. LEWIS, A.B., '92; A.M., '95; Ph.D., '17.
Philadelphia, Pennsylvania.
- 1921 ERNEST M. LIBBEY.
Principal, High School; Presque Isle, Maine.
- 1923 E. S. LIDE.
Lawton, Oklahoma.
- 1921 EARL K. LIGHTCAP.
Stockton, Illinois.
- 1922 M. E. LIGON.
Ashland, Kentucky.

- 1922 E. E. LILJEQUIST.
Elburn, Illinois.
- 1923 S. J. LINCK.
Ravenna, Michigan.
- 1922 F. M. LINDLEY.
Manito, Illinois.
- 1920 R. V. LINDSEY, B.E., '19.
Principal, Township High School; Milford, Illinois.
- 1922 CORA Z. LIPE.
Witt, Illinois.
- 1922 F. W. LIPPER.
Sterling, Illinois.
- 1922 SHERMAN LITTLER.
Henry, Illinois.
- 1921 W. H. LIVERS.
1921, *Principal*, High School; Galesburg, Illinois.
- 1920 A. V. LOCKHART, A.B., '15; A.M., '17.
Lockport, Illinois.
- 1922 ROBERT F. LOHRIE.
1917, *Principal*, High School; New Richmond, Wisconsin.
- 1919 E. H. LOMBER, Ph.B., '03; Ph.M., '06.
1906, *Principal*, Canandaigua Academy; Canandaigua, New York.
- 1922 ALEXANDER LONG.
Greenville, Illinois.
- 1922 G. E. LOOMIS, A.B.
1920, *Principal*, Central High School; Big Rapids, Michigan.
- 1916 HIRAM B. LOOMIS, A.B., '85; Ph.D., '90.
1905, *Principal*, Hyde Park High School; 6218 South Rockwell St., Chicago, Illinois.
- 1921 O. E. LOOMIS.
1921, *Principal*, High School; Ashland, Illinois.
- 1923 NORMAN D. LOTHROP.
Bingham, Maine.
- 1923 HAROLD LOUCHS.
Lyons, Kansas.
- 1919 O. H. LOWARY, A.B., '02.
1910, *Principal*, High School; 207 West South St., Painesville, Ohio.
- 1922 A. W. LOWE.
Portland, Maine.
- 1919 W. M. LOY.
Gibson City, Illinois.
- 1922 A. C. LUCHTMAN.
Alma, Michigan.
- 1921 A. J. LUDDEN.
Principal, High School; Bakersfield, California.
- 1921 HUGH W. LUNDY, B.A., '15.
1918, *Principal*, High School; Albia, Iowa.
- 1922 MAJOR EWING L. LUSK.
1922. New Mexico Military Institute, Roswell, New Mexico.

- 1921 MARY A. LYMAN.
Shelbyville, Illinois.
- 1916 EDMUND D. LYON, A.B., '02; Ped.D., '08.
1919, *Principal*, East High School; 5505 Arnsby Place, Cincinnati, Ohio.
- 1922 S. H. LYTTLE, A.B., '15.
1920, *Principal*, High School; Manistee, Michigan.
- 1922 HAROLD E. MANN.
Hinckley, Illinois.
- 1919 L. B. MANN.
Earlville, Illinois.
- 1922 L. B. MANN.
Eastern High School; Detroit, Michigan.
- 1922 MARTIN M. MANSPERGER, B.Sc., in Ed.
1921, *Principal*, High School; Barnesville, Ohio.
- 1921 J. O. MARBERRY.
1921, *Principal*, High School; Rockford, Illinois.
- 1921 EDNA M. MARCUM, B.A., '12.
1918, *Principal*, High School; Rolfe, Iowa.
- 1921 FRANK H. MARKHAM.
Jerseyville, Illinois.
- 1919 FRED L. MARSHALL.
Huntley, Illinois.
- 1916 GEORGE EDWARD MARSHALL, A.B., '86.
1908, *Principal*, Davenport High School; Davenport, Iowa.
- 1916 J. F. MARSHALL, B.S., '01; M.A., '19.
1916, *Principal*, Central High School; 1696 Blair St., St. Paul, Minnesota.
- 1922 O. T. MARSTON.
Pleasant Hill, Illinois.
- 1923 ISAAC P. MARTIN.
Pawnee Rock, Kansas.
- 1923 H. L. MARVIN.
Midland, Michigan.
- 1916 J. G. MASTERS, Ph.B., '12; A.M., '15.
1915, *Principal*, Central High School; Twentieth and Dodge Sts., Omaha, Nebraska.
- 1920 A. R. MATHENEY.
Bismarck, Illinois.
- 1923 N. L. MATHEWS.
Waterville, Maine.
- 1922 ARTHUR MATTESON.
Bessemer, Michigan.
- 1922 E. W. MATTOON.
St. Joseph, Illinois.
- 1920 E. O. MAY, B.S., '11.
1921, *Principal*, Township High School; Robinson, Illinois.
- 1923 FRED A. MAYBERRY.
Carnegie, Oklahoma.
- 1922 HERMAN MAYHEW.
Morgan Park Military Academy, Chicago, Illinois.

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- 1922 ELIZABETH MAYOR.
Carthage, Illinois.
- 1923 L. F. MEADE.
Port Huron, Michigan.
- 1921 E. C. MEGGUIER.
Oxford, Maine.
- 1920 E. B. MELL.
Athens, Georgia.
- 1921 A. B. MELROSE, A.B., '15.
1919, *Principal*, High School; Chariton, Iowa.
- 1921 CHARLES E. MELTON.
Walnut, Illinois.
- 1920 MONROE MELTON.
1920, *Principal*, Hall Township High School; Spring Valley, Illinois.
- 1919 A. W. MERRILL, A.B., '90.
1918, *Principal*, North High School; Des Moines, Iowa.
- 1922 C. C. MERRILL.
Forrest, Illinois.
- 1923 LOUISE A. MERRILL.
Byers Junior High School; Denver, Colorado.
- 1922 HAROLD F. MEYER.
Elburn, Illinois.
- 1916 ARMAND R. MILLER, B.S., '97.
1914, *Principal*, McKinley High School; St. Louis, Missouri.
- 1922 C. E. MILLER.
Kansas, Illinois.
- 1922 D. W. MILLER.
Geneva, Illinois.
- 1919 E. F. MILLER, Ph.B., Ph.M.
1911, *Principal*, Rayen High School; Youngstown, Ohio.
- 1916 EDWIN L. MILLER, A.B., '90; A.M., '91.
1922, *Director of Languages*, Board of Education; Detroit, Michigan.
- 1916 FRED J. MILLER, A.B., '05.
1913, *Principal*, East High School; 205 Independence Ave., Waterloo, Iowa.
- 1922 H. L. MILLER.
Principal, Wisconsin High School, and *Professor of Education*, University of Wisconsin; Madison, Wisconsin.
- 1918 H. P. MILLER.
1893, *Principal*, High School; Atlantic City, New Jersey.
- 1922 C. L. MILTON.
St. Joseph, Michigan.
- 1920 FRED C. MITCHELL, B.S., '00; M.A., '06.
1915, *Principal*, Classical High School; Lynn, Massachusetts.
- 1923 S. C. MITCHELL.
Benton Harbor, Michigan.
- 1923 LEONARD MNIECE.
Hancock, Michigan.
- 1923 L. C. MONAHAN.
Millinocket, Maine.

- 1920 OSCAR MONGERSON, B.S., '18.
1921, *Superintendent*, Richmond, Illinois.
- 1923 J. R. MONROE.
Islesboro, Maine.
- 1922 B. E. MONTGOMERY.
1922, *Principal*, High School; Pennville, Indiana.
- 1922 WILLIAM MONYPENY.
Marion, Kansas.
- 1922 C. W. MOORE.
Stanford, Illinois.
- 1922 FREDERIC E. MORGAN, A.B.
1919, *The Principia*, St. Louis, Missouri.
- 1923 G. D. MORGAN.
Merriam, Kansas.
- 1921 ELSIE MORRISON.
Mt. Carroll, Illinois.
- 1923 (MRS.) F. H. MORRISON.
Junior High School; Midland, Michigan.
- 1916 FRANK L. MORSE, A.B., '86; A.M., '89.
1908, *Principal*, Harrison Technical High School; 2850 Twenty-fourth St., Chicago, Illinois.
- 1919 FRANK PURINTON MORSE, A.B., '90; A.M., '01.
1901, *Principal*, Revere High School; 8 Victoria St., Revere, Massachusetts.
- 1921 FRED H. MOULTON.
Principal, High School; Wytopotlock, Maine.
- 1920 L. E. MOULTON.
Edward Little High School; Auburn, Maine.
- 1922 E. L. MOYER.
Maywood, Illinois.
- 1920 EDGAR R. MULLINS, A.B., LL.B.
1921, *Principal*, Community High School; Tolono, Illinois.
- 1921 G. P. MULVANEY.
St. Viator College; Bourbonnais, Illinois.
- 1923 F. A. MUNDELL.
Nickerson, Kansas.
- 1920 IRVING MUNSON.
Mokence, Illinois.
- 1922 MARGARET MURPHY.
Carlinville, Illinois.
- 1920 SANFORD MURPHY.
Chillicothe, Illinois.
- 1922 WM. D. MURPHY.
Perry, Illinois.
- 1920 JESSIE MUSE.
1912, *Principal*, Girls' High School; Atlanta, Georgia.
- 1919 PERRY W. McALLISTER, A.B.
1918, *Principal*, Township High School; Lovington, Illinois.
- 1921 MARIE BELLE McCABE.
Abingdon, Illinois.

- 1920 T. B. McCARTAN.
Alma, Illinois.
- 1922 D. F. McCASH.
Newton, Illinois.
- 1922 GEORGE R. McCLELLAN.
Bement, Illinois.
- 1916 E. H. KEMPER McCOMB, A.B., '95; A.M., '98.
1916, *Principal*, Emmerich Manual Training High School;
South Meridan and Merrill Sts., Indianapolis, Indiana.
- 1922 A. H. McCONNELL.
Weldon, Illinois.
- 1922 IRA E. McCONNELL.
Richmond, Kansas.
- 1922 W. W. McCONNELL.
Winfield, Kansas.
- 1917 THOMAS J. McCORMACK, A.B., '84; A.M., '87; LL.B., '90; M.S., '91.
1903, *Principal*, LaSalle-Peru Township High School; Fifth
and Charles Sts., LaSalle, Illinois.
- 1916 JOSEPH STEWART McCOWAN, Ph.B., '95; A.M., '00.
1916, *Principal*, High School; South Bend, Indiana.
- 1921 THOMAS E. McCUE.
Arrowsmith, Illinois.
- 1922 C. A. McCULLOUGH.
Dodge City, Kansas.
- 1922 H. W. McCULLOCH.
Chatsworth, Illinois.
- 1916 M. R. McDANIEL, M.S., '05; A.M., '09.
1914, *Principal*, Oak Park and River Forest Township High
School; 741 North Oak Park Ave., Oak Park, Illinois.
- 1923 (MRS.) LOUISE A. McDONALD.
Oread High School; Lawrence, Kansas.
- 1923 MONTE McFARLANE.
Ishpeming, Michigan.
- 1922 R. L. McKAMY.
Paw Paw, Illinois.
- 1923 MABEL McKEE.
Perry, Iowa.
- 1922 E. W. McKEEN.
Leavitt Institute, Turner, Maine.
- 1918 (MRS.) N. C. McKINNEY, A.B., '03.
1918, *Principal*, Camargo High School; Camargo, Illinois.
- 1919 J. C. McMILLAN.
Mazon, Illinois.
- 1922 H. C. McMILLIN.
Coffeyville, Kansas.
- 1923 MAUDE McMINDES.
Hays, Kansas.
- 1922 J. V. McNALLY, A.B.
1921, *Assistant Principal*, Northwestern High School; Detroit,
Michigan.

- 1919 J. H. McNEEL, A.B., '00.
1913, *Principal*, High School; 217 St. Lawrence Ave., Beloit,
Wisconsin.
- 1922 W. F. McNULTY.
Stockton, Kansas.
- 1922 R. L. McPHERON.
McAlister, Oklahoma.
- 1922 A. GUY McREYNOLDS.
Pocahontas, Illinois.
- 1921 O. L. McREYNOLDS.
Atkinson, Illinois.
- 1919 W. E. McVEY, B.S., '16; A.M., '19.
1919, *Principal*, Thornton Township High School; Harvey,
Illinois.
- 1916 L. N. McWHORTER.
Assistant Superintendent of Schools; Minneapolis, Minnesota.
- 1922 WM. F. NAIL.
Anchor, Illinois.
- 1922 J. B. NELSON.
1921, *Principal*, High School; Batavia, Illinois.
- 1922 C. H. NETTELS.
Smith Center, Kansas.
- 1921 C. H. NEWCOMBER, B.S., '16.
1920, *Principal*, High School; Oskaloosa, Iowa.
- 1919 ELMER S. NEWTON, A.B., '95; M.D., '05.
1915, *Principal*, Western High School; Washington, D. C.
- 1922 ROSS J. NICHOL.
Bluffs, Illinois.
- 1922 S. S. NISBET.
Principal, High School; Fremont, Michigan.
- 1919 O. F. NIXON, A.B., '14; A.M., '22.
1920, *Principal*, East High School; Green Bay, Wisconsin.
- 1918 FRANCIS R. NORTH, A.B., '97; A.M., '03.
1915, *Principal*, Paterson High School; Paterson, New Jersey.
- 1921 PAUL C. NORVELL, B.S.
1920, *Principal*, High School; Cairo, Illinois.
- 1916 E. P. NUTTING, A.B., '02.
1905, *Principal*, Moline High School; 1840 Fourteenth Ave.,
Moline, Illinois.
- 1919 A. EDGAR NYE, B.S., '06.
1919, *Principal*, Township High School; Coal City, Illinois.
- 1922 W. C. NYSTROM.
Norton, Kansas.
- 1919 E. E. OBERHOLTZER, A.B., '10; A.M., '15.
1913, *Superintendent* of Schools; Tulsa, Oklahoma.
- 1922 ARTHUR OLLIVIER.
Pella, Iowa.
- 1917 F. H. OLNEY, A.B., '91.
1893, *Principal*, Lawrence High School; 815 Indiana St., Law-
rence, Kansas.

- 1922 O. F. OLNEY.
Abilene, Kansas.
- 1922 ELMER L. OLSON.
Knoxville, Illinois.
- 1923 OLIVER L. OLSON.
Lovila, Iowa.
- 1921 G. A. OMANS.
Onaway, Michigan.
- 1922 L. R. OMENS.
Principal, Junior High School; Ypsilanti, Michigan.
- 1922 A. B. O'NEIL.
Principal, High School; Oshkosh, Wisconsin.
- 1918 F. L. ORTH, A.B., '00.
1917, *Principal*, High School; New Castle, Pennsylvania.
- 1921 L. G. OSBORN.
Wood River, Illinois.
- 1919 RAYMOND W. OSBORNE, B.A., '06; M.A., '08.
Associate in Administration, F. W. Parker School; Chicago, Illinois.
- 1922 C. A. OSTIGUY.
Downs, Illinois.
- 1922 CHARLES OTTERMAN, A.B., A.M.
1919, *Principal*, Woodward High School; Cincinnati, Ohio.
- 1922 GRACE A. OVERHEISER.
Centerville, Michigan.
- 1923 R. E. OWEN.
Oak Grove Seminary; Vassalboro, Maine.
- 1919 IRVING O. PALMER, A.B., '87; A.M., '90.
1919, *Principal*, Newton Technical High School; 30 Highland Ave., Newtonville, Massachusetts.
- 1923 WINNIE M. PALMER.
Wellman, Iowa.
- 1921 ALBERT PARKEE.
Norway, Maine.
- 1923 J. C. PARLIN.
Freedom Academy; Freedom, Maine.
- 1916 L. S. PARMELEE, B.S., '00.
1913, *Principal*, High School; Corner Beach and Third Sts., Flint, Michigan.
- 1921 JOHN A. PARTRIDGE.
Caribou, Maine.
- 1923 INEZ PATTERSON.
Lenox, Iowa.
- 1922 O. W. PATTERSON.
Eldorado, Kansas.
- 1921 DELLA PATTON, B.A., '12.
1920, *Principal*, High School; Washington, Iowa.
- 1922 FRANCIS H. J. PAUL.
DeWitt Clinton High School; New York City.
- 1921 D. S. PEACOCK.
Oakland, Maine.

- 1920 LEO L. PECK.
Golden, Illinois.
- 1922 CHARLES E. PENCE.
Harvard School for Boys; Chicago, Illinois.
- 1923 GEORGE PENNER.
Sedgwick, Kansas.
- 1921 EVERETT V. PERKINS.
Principal, Houlton High School; Houlton, Maine.
- 1921 M. B. PERKINS.
Abbott School; Farmington, Maine.
- 1923 L. T. PERRILL.
Hunter, Kansas.
- 1917 CHARLES H. PERRINE, Ph.B., '92.
1920, *Principal*, Parker High School; Chicago, Illinois.
- 1920 R. R. PERRINE.
Monmouth, Illinois.
- 1921 ESTHER M. PERRY.
Middleville, Michigan.
- 1921 O. E. PETERSON.
Sycamore, Illinois.
- 1923 ELMER PETREE.
Fairfax, Oklahoma.
- 1923 C. A. PETTERSON.
Assistant Principal, Carl Schurz High School; Chicago, Illinois.
- 1921 LILLIAN B. PHELPS.
Golconda, Illinois.
- 1923 H. E. PHILBLAD.
Soldier, Kansas.
- 1923 C. C. PHILLIPS.
Strong, Maine.
- 1920 GEORGE C. PHIPPS.
Manito, Illinois.
- 1917 FRANK G. PICKELL, '09; A.M., '17.
1920, *Assistant Superintendent* of Schools; Cleveland, Ohio.
- 1921 F. H. PIERCE.
Principal, Jordan High School; Lewiston, Maine.
- 1920 GEORGE L. PLIMPTON.
1896, *Principal*, Tilton Seminary; Tilton, New Hampshire.
- 1922 LOUIS E. PLUMMER, B.S., B.C.S.
Fullerton, California.
- 1921 JOHN G. POLLARD.
Pittsfield, Illinois.
- 1922 H. J. PONITZ.
Principal, High School; Allegan, Michigan.
- 1915 D. E. PORTER, A.B., '02.
1919, *Principal*, Omaha Technical High School; Omaha, Nebraska.
- 1921 EDITH L. PORTER, Ph.B., '15.
1919, *Principal*, High School; Maxwell, Iowa.
- 1922 H. V. PORTER.
Athens, Illinois.

- 1922 I. B. PORTER.
Dixon, Ill.
- 1922 HAROLD H. POSTEL, Ph.B., '21.
1921, *Principal*, High School; Wauwatosa, Wisconsin.
- 1923 J. K. POTTLE.
Lee Academy; Lee, Maine.
- 1917 JOHN L. G. POTTORF, A.B., '03; M.E., '11; M.A., '11.
1907, *Principal*, McKinley High School; Canton, Ohio.
- 1917 JOHN RUSH POWELL, B.A., '97; M.A., '99.
1909, *Principal*, Soldan High School; 918 Union Blvd., St. Louis, Missouri.
- 1919 E. W. POWERS.
1912, *Superintendent of Schools, Principal*, Township High School; Fairbury, Illinois.
- 1919 WILLIAM PRAKKEN, A.B., '98; Ph.B., '00.
1915, *Principal*, High School; 128 Glendale Ave., Highland Park, Wayne Co., Michigan.
- 1923 H. E. PRATT, A.B., Ph.D.
1916, *Principal*, High School; Albany, New York.
- 1921 W. A. PRATT.
Atwood, Illinois.
- 1923 WALTER M. PRATT.
Fort Plain, New York.
- 1923 O. G. PRICHARD.
Des Moines, Iowa.
- 1923 ELLSWORTH PRINCE.
Jackman, Maine.
- 1919 RALPH W. PRINGLE.
Principal, High School; Illinois Normal University, Normal, Illinois.
- 1921 G. A. PROCK.
Principal, Kennebunkport High School; Kennebunkport, Maine.
- 1921 CLARENCE W. PROCTOR.
1920, *Principal*, High School; Bangor, Maine.
- 1916 MERLE PRUNTY, A.B., '09.
1918, *Principal*, Central High School; Tulsa, Oklahoma.
- 1922 JOHN H. PUGH.
Western Teachers Exchange, Chicago, Illinois.
- 1921 MYRTLE PULLEN, B.A., '10.
1919, *Principal*, High School; Britt, Iowa.
- 1921 CLARENCE P. QUIMBY.
Principal, Cony High School; Augusta, Maine.
- 1923 FRANCES D. RADFORD.
Menominee, Michigan.
- 1919 JAMES RAE, B.S., '03.
1918, *Principal*, High School and Junior College; Mason City, Iowa.
- 1919 L. W. RAGLAND.
Normal, Illinois.
- 1919 J. E. RAJBOURN, A.B., '96.
1916, *Principal*, Township High School; Eldorado, Illinois.

- 1922 R. L. RAKESTRAW.
Hart, Michigan.
- 1920 O. C. RAMSEYER.
Princeton, Illinois.
- 1922 FOSTER S. RANDLE.
Fond du Lac, Wisconsin.
- 1922 GEORGE C. RANNE.
Roseville, Illinois.
- 1918 A. A. REA, A.B., '13.
1917, *Principal*, West High School; 84 Blackhawk St., Aurora, Illinois.
- 1923 EVERETT A. REA, JR.
Webster City, Iowa.
- 1920 C. H. REAM, A.B., '11; M.A., '17.
1920, *Superintendent*; 405 North Fourth, Clear Lake, Iowa.
- 1921 W. C. REAVIS, A.M.
1921, *Principal*, University High School; University of Chicago, Chicago, Illinois.
- 1916 ERNEST JOHN REED, A.B., '15.
1916, *Principal*, Adrian High School; 425 East Front St., Adrian, Michigan.
- 1921 H. S. REED.
Presque Isle, Maine.
- 1918 JOSEPH A. REED, B.S., '06; A.M., '07.
1906, *Principal*, Franklin High School; Seattle, Washington.
- 1920 Q. RAY REEDY.
Hamilton, Illinois.
- 1922 W. D. REEVE.
University High School; Minneapolis, Minnesota.
- 1920 B. L. REEVES.
Vermont, Illinois.
- 1922 CECIL K. REIFF, A.B., '15; A.M., '17.
1921, *Principal*, Central High School; Muskogee, Oklahoma.
- 1922 O. M. RHINE.
Principal, High School; Manhattan, Kansas.
- 1917 CLARENCE T. RICE, A.B., B.Sc., '11; A.M., '18.
Principal, Kansas City High School; Kansas City, Kansas.
- 1919 B. C. RICHARDSON, A.B., '93; A.M., '96.
1906, *Principal*, Alton Community High School; Alton, Illinois.
- 1922 S. H. RIDER.
Principal, High School; Wichita Falls, Texas.
- 1922 E. F. RING.
Saybrook, Illinois.
- 1922 WILFRED HARVEY RINGER, A.B.
1921, *Principal*, High School; Gloucester, Massachusetts.
- 1922 H. A. RITCHER.
Rutland, Illinois.
- 1921 B. J. RIVETT, S.B.
1920, *Assistant Principal*, Northwestern High School; Detroit, Michigan.

- 1919 WILL C. ROBB., A.B., '14; A.M., '15.
1920, *Principal*, Part-Time School, J. Sterling Morton High School; Cicero, Illinois.
- 1923 C. A. ROBBINS.
Patten Academy; Patten, Maine.
- 1922 R. M. ROBERTSON.
Erie, Illinois.
- 1923 V. H. ROBINSON.
Oldtown, Maine.
- 1916 GEORGE H. ROCKWOOD, A.B., '79; A.M., '82.
1900, *Principal*, Austin High School; 5417 Fulton St., Chicago, Illinois.
- 1920 P. H. RODGERS.
Thawville, Illinois.
- 1917 WILLIAM S. ROE.
Principal, High School; Colorado Springs, Colorado.
- 1922 ANNA ROGERS-PARR.
Brownstown, Illinois.
- 1921 IDA C. ROHLF, B.A., '15.
1920, *Principal*, High School; Aurelia, Iowa.
- 1922 ELIZABETH ROONEY.
Principal, Monmouth Park School; 2802 Dodge St., Omaha, Nebraska.
- 1923 S. O. ROREM.
Sioux City, Iowa.
- 1921 CAMERON M. ROSS, B.A., '15.
1920, *Principal*, High School; 833 Elm St., Webster City, Iowa.
- 1923 H. J. ROSS.
Mexico, Maine.
- 1922 JOHN G. ROSSMAN.
Fort Smith, Arkansas.
- 1922 H. C. RUCKMICK.
Leroy, Illinois.
- 1922 JOHN RUF.
Principal, L. L. Wright High School; Ironwood, Michigan.
- 1922 CHESTER A. RUMBLE.
Hume, Illinois.
- 1922 RUSSELL H. RUPP.
1919, *Principal*, Athens High School; Athens, Ohio.
- 1918 J. B. RUSSELL.
Wheaton, Illinois.
- 1922 W. G. RUSSELL.
Manual Training High School; Hume, Illinois.
- 1921 W. L. RUTHERFORD, B.A.
1920, *Superintendent*; St. Helena, Oregon.
- 1916 EDWARD RYNEARSON, A.B., '93; A.M., '96; Ped.D., '19.
1912, *Principal*, Fifth Avenue High School; 1800 Fifth Ave., Pittsburgh, Pennsylvania.
- 1922 JEAN SAFLEY.
Guthrie Center, Iowa.

- 1920 R. M. SALEE.
Oneida, Illinois.
- 1922 A. B. SANDIFER.
Brownstown, Illinois.
- 1916 R. L. SANDWICK, A.B., '95.
1903; *Principal*, Deerfield-Shields Township High School;
Highland Park, Illinois.
- 1922 EDWARD SAUVAIN, Ph.B.
1919, *Principal*, Schenley High School; Pittsburgh, Pennsylvania.
- 1923 SAMUEL E. SAVAGE.
Owosso, Michigan.
- 1923 RAY SAWHILL.
Kanopolis, Kansas.
- 1920 W. O. SAYLER.
Iroquois, Illinois.
- 1922 M. A. SCHALCK.
Rollo, Illinois.
- 1921 R. A. SCHEER.
Atlanta, Illinois.
- 1920 J. P. SCHERD.
Roanoke, Illinois.
- 1921 HERBERT SCHISLER.
St. Bede College Academy; Peru, Illinois.
- 1922 F. L. SCHLAGLE.
Kansas City, Kansas.
- 1920 O. I. SCHMAELZLE.
Morton, Illinois.
- 1919 H. GALEN SCHMIDT, A.B., '02; B.S., '07; A.M., '10.
1915, *Principal*, Township High School; Belleville, Illinois.
- 1918 PARKE SCHOCK, A.B., '88; A.M., '91.
1912, *Principal*, West Philadelphia High School for Girls;
Forty-seventh and Walnut Sts., Philadelphia, Pennsylvania.
- 1922 C. B. SCHREPEL.
Burns, Kansas.
- 1922 W. A. SCHROEDER.
Walton, Kansas.
- 1920 E. M. SCHUENEMAN.
Nashville, Illinois.
- 1920 E. F. SCHWEICKART.
Fremont, Ohio.
- 1921 O. M. SEARLES.
La Grange, Illinois.
- 1920 JOHN L. SEATON, A.B., S.T.B., Ph.D., D.D.
1919, *College Secretary*, Board of Education, Methodist Episcopal Church; 150 Fifth Ave., New York City.
- 1920 PAUL SECHANSEN.
Mt. Olive, Illinois.
- 1922 C. F. SEIDEL, A.B., '14; A.M., '17.
1918, Junior High School; Allentown, Pennsylvania.

- 1916 WALTER E. SEVERANCE, A.B., '95; A.M., '02.
1918, *Principal*, Central High School; Harrisburg, Pennsylvania.
- 1920 B. F. SHAFER.
Jacksonville, Illinois.
- 1922 J. P. SHAND.
Hudson, Michigan.
- 1922 B. C. SHANKLAND.
Principal, High School; Cadillac, Michigan.
- 1921 CHARLES SHAW.
Gorham, Maine.
- 1923 W. F. SHAW.
Junior High School; Kansas City, Kansas.
- 1922 XERXES SILVER.
San Jose, Illinois.
- 1916 DAVID P. SIMPSON, A.B., '92; A.M., '95; LL.B., '09.
1911, *Principal*, West High School; Cleveland, Ohio.
- 1922 M. R. SIMPSON, A.B.
1920, *Principal*, High School; Bucyrus, Ohio.
- 1920 AVERY W. SKINNER, A.B., '92.
1920, *Director* of Examinations and Inspections Division;
Albany, New York.
- 1919 LOUIS PALMER SLADE, A.B., '93; A.M., '97.
1912, *Principal*, Public High School; New Britain, Connecticut.
- 1922 CHARLES H. SLATER, Ph.B.
1921, *Principal*, Cleveland High School; St. Louis, Missouri.
- 1923 F. E. SLEEPER, JR.
Litchfield, Maine.
- 1923 N. B. SLOAN.
Central High School; Bay City, Michigan.
- 1921 ELMER O. SMALL.
Principal, High School; Newport, Maine.
- 1922 W. ROBERT SMALLS, B.S., '13.
1920, *Principal*, Lincoln High School; Paducah, Kentucky.
- 1922 BESSIE SMART.
Milledgeville, Illinois.
- 1923 M. C. SMART.
Pennell Institute; Gray, Maine.
- 1922 CALEB W. SMICK.
Oberlin, Kansas.
- 1922 WM. H. SMILEY.
Denver Public Schools; Denver, Colorado.
- 1922 C. A. SMITH.
Attica, Indiana.
- 1922 C. H. SMITH.
Hyde Park High School; Chicago, Illinois.
- 1920 CHARLES W. SMITH.
Winchester, Illinois.
- 1922 ERMAN S. SMITH.
Barrington, Illinois.

- 1922 G. ERNEST SMITH.
Elkhart, Illinois.
- 1920 H. H. SMITH.
Savanna, Illinois.
- 1918 L. C. SMITH, A.B., '05.
1922, Wenona, Illinois.
- 1916 LEWIS WILBER SMITH, A.B., '02; A.M., '13; Ph.D., '19.
1919, *Principal*, Joliet Township High School and Junior College; Joliet, Illinois.
- 1923 LLOYD SMITH.
Ionia, Michigan.
- 1922 O. O. SMITH.
Chapman, Kansas.
- 1921 R. H. G. SMITH.
Rushville, Illinois.
- 1921 V. T. SMITH.
Lexington, Illinois.
- 1923 ROBERT SMYLLIE, JR.
Dows, Iowa.
- 1918 G. ALVIN SNOOK.
Frankford High School; Philadelphia, Pennsylvania.
- 1916 WILLIAM H. SNYDER, A.B., '85; A.M., '88; D.Sc., '08.
1908, *Principal*, Hollywood High School; 1521 Highland Ave., Los Angeles, California.
- 1922 HERBERT L. SPENCER, B.S., '21.
Latimer Junior High School; Pittsburgh, Pennsylvania.
- 1923 L. H. SPENCER.
Glenwood, Iowa.
- 1919 W. L. SPENCER, B.A., '02; M.A., '15.
1920, *Supervisor* of Secondary Education; Montgomery, Alabama.
- 1921 C. E. SPICER.
Assistant Superintendent, Joliet Township High School and Junior College; Joliet, Illinois.
- 1921 M. H. SPICER.
Washington, Illinois.
- 1921 H. CARL SPITLER.
Petoskey, Michigan.
- 1921 ASA SPRUNGER, A.B., '14.
1920, *Assistant Principal*, High School; Decatur, Illinois.
- 1919 FRANK W. STAHL, Ph.B.
1918, *Principal*, Bowen High School; Chicago, Illinois.
- 1920 FLORENCE M. STAINES, B.A., '11.
1917, *Principal*, High School; Eldora, Iowa.
- 1920 RAYMOND E. STALEY, A.B., '12.
1920, *Principal*, Beall High School; Frostburg, Maryland.
- 1922 L. L. STANDLEY.
Chenoa, Illinois.
- 1922 S. H. STARK.
Effingham, Kansas.

- 1923 E. L. STARRETT.
Kingman, Kansas.
- 1918 WAYLAND E. STEARNS, A.B., '85; A.M., '94.
1899, *Principal*, Barringer High School; Sixth Ave., Ridge and
Parker Sts., Newark, New Jersey.
- 1916 H. T. STEEPER, A.B., '09.
1918, *Principal*, West High School; Des Moines, Iowa.
- 1923 R. L. STEINHEIMER.
Junction City, Kansas.
- 1923 M. H. STEPHENS.
Creston, Iowa.
- 1922 ANDREW STEVENS.
Keyesport, Illinois.
- 1919 E. G. STEVENS, B.Ed., '16.
1917, *Principal*, Township High School; Rantoul, Illinois.
- 1920 E. R. STEVENS, B.S., '18.
1920, *Principal*, High School; Leavenworth, Kansas.
- 1922 GEORGE C. STEVENS.
Kiowa, Kansas.
- 1916 FRED G. STEVENSON, A.B., '08.
1917, *Principal*, High School; 1564 Iowa St., Dubuque, Iowa.
- 1920 BENNETT M. STIGALL, A.B., '01; A.M., '05.
1919, *Assistant Superintendent* of Schools; 3729 Walnut St.,
Kansas City, Missouri.
- 1920 WILLIAM EARLE STILWELL, A.B., '01; A.M., '03.
1903, *Headmaster*, University School; Cincinnati, Ohio.
- 1922 WILLIAM R. STOCKING, A.B., A.M.
1921, *Associate Principal*, Central High School; Detroit,
Michigan.
- 1922 EDNA B. STOLT.
Independence, Iowa.
- 1923 E. S. STOVES.
Bloomfield, New Jersey.
- 1920 K. G. STOUFFER.
Elgin, Illinois.
- 1921 J. B. STOUT.
Shabbona, Illinois.
- 1921 RALPH E. STRINGER.
Herrin, Illinois.
- 1923 EVERETT STROUD.
Havana, Kansas.
- 1923 MILO H. STUART, A.B.
1912, *Principal*, Arsenal Technical High School; Indianapolis,
Indiana.
- 1920 E. H. STULKENS.
Sullivan, Illinois.
- 1919 J. G. STULL.
Du Quoin, Illinois.
- 1921 ARTHUR L. STURTEVANT, B.S.
1921, *Principal*, High School; Brownville Junction, Maine.

- 1921 L. C. STURTEVANT.
Ellsworth, Maine.
- 1921 W. E. SULLIVAN.
Principal, High School; Brewer, Maine.
- 1921 W. P. SULLIVAN.
Illioopolis, Illinois.
- 1922 WM. SCOTT SUTTON.
Forest City, Illinois.
- 1919 O. M. SWANK.
Anna, Illinois.
- 1921 HAROLD B. SWICKER, B.A.
1921, *Principal*, High School; Guilford, Maine.
- 1922 C. F. SWITZER.
Lyon and Barclay Sts., Grand Rapids, Michigan.
- 1920 I. D. TAUBENECK, B.Ed.
1919, *Superintendent* of Schools, *Principal*, Community High School; Minier, Illinois.
- 1922 W. H. TEDROW.
River Rouge, Michigan.
- 1922 G. A. TEWELL.
Carey, Kansas.
- 1921 W. P. THACKER.
Nokomis, Illinois.
- 1916 J. L. THALMAN, A.B., '00; A.M., '10.
1917, *Principal*, Proviso Township High School; Maywood, Illinois.
- 1922 BROTHER THEOPHIBES.
Holy Trinity High School; Chicago, Illinois.
- 1922 P. E. THERWALT.
Litchfield, Illinois.
- 1921 HAZEL V. THOMAS, B.Di., '11; A.B., '15.
1920, *Principal*, High School; Belmond, Iowa.
- 1921 JAMES E. THOMAS.
Principal, Dorchester High School; Boston, Massachusetts.
- 1920 M. SMITH THOMAS.
1919, *Principal*, Hutchinson Central High School; Buffalo, New York.
- 1920 FRANK E. THOMPSON, A.B., '71; A.M., '75; Ed.D., '19.
1890, *Headmaster*, Rogers High School; 15 Champlin St., Newport, Rhode Island.
- 1921 G. H. THOMPSON.
Marissa, Illinois.
- 1921 HELEN J. THOMPSON, A.B., '11.
1918, *Principal*, High School; 208 West Girard Ave., Indianola, Iowa.
- 1919 WILLIS THOMPSON, A.B., '18.
1919, *Principal*, High School; Woodstock, Illinois.
- 1921 C. H. THRELKELD.
1921, *Principal*, High School; Marshalltown, Iowa.
- 1921 HAROLD I. TICE.
Rankin, Illinois.

- 1923 RAY J. TIDMAN.
Cedar Falls, Iowa.
- 1922 W. E. TIETBOHL.
Dunbar Township High School; Connellsville, Pennsylvania.
- 1922 B. C. TIGHE.
High School; Fargo, North Dakota.
- 1921 CHARLES C. TILLINGHAST, A.B., '06; A.M., '17.
1920, *Principal*, Horace Mann School for Boys; 11 West 246th St., New York City.
- 1921 T. C. TOOKER.
Principal, High School; Freeport, Maine.
- 1922 HOMER C. TOOTHMAN, B.A., '13.
1920, *Principal*, West Monongah High School; Monongah, West Virginia.
- 1922 FRANK C. TOUTON.
University of Southern California, Los Angeles, California.
- 1921 E. D. TOWLER, B.Pd., '13; B.S., '16.
1921, *Principal*, La Grande High School; La Grande, Oregon.
- 1922 JANE TOWNSEND.
Girard, Kansas.
- 1919 O. G. TREADWAY, Ph.B.
1919, *Superintendent*, Community High School; McHenry, Illinois.
- 1921 W. E. TREBILCOCK, B.A., '08; M.A., '09.
1920, *Principal*, High School; Ishpeming, Michigan.
- 1919 ELOISE R. TREMAIN, B.A., '04.
1918, *Principal*, Ferry Hall; Lake Forest, Illinois.
- 1917 GEORGE N. TREMPER, A.B., '01.
1911, *Principal*, High School; 726 S. Exchange St., Kenosha, Wis.
- 1919 H. D. TRIMBLE, A.B., '10; A.M., '19.
1920, *Assistant High School Visitor*, University of Illinois; Urbana, Illinois.
- 1919 J. H. TRINKLE, B.S., '04; A.B., '11.
1911, *Principal*, Township High School; Newman, Illinois.
- 1922 A. G. TRITT.
412 N. Emporia Ave., Concordia, Kansas.
- 1923 GLENN E. TRUE.
Dowagiac, Michigan.
- 1922 B. W. TRUESDELL.
1915, *Vice-Principal*, Wichita High School; Wichita, Kansas.
- 1921 H. H. TRUFANT.
Principal, Parsonfield Seminary; Parsonfield, Maine.
- 1923 J. W. TRUSDALE.
Oskaloosa, Kansas.
- 1919 ESTON V. TUBBS, A.B., '09; A.M., '10.
1919, *Principal*, New Trier Township High School; Kenilworth, Illinois.
- 1922 C. C. TUCK.
Principal, High School; Owosso, Michigan.
- 1921 B. X. TUCKER, B.S., '00; A.B., '01; M. S., '03.
1907, *Principal*, Union High School; Richmond, California.

- 1921 IDA C. TURNBULL.
Mattoon, Illinois.
- 1921 C. O. TURNER.
Camden, Maine.
- 1917 L. T. TURPIN.
1921, *Principal*, Washington Senior High School; Cedar
Rapids, Iowa.
- 1923 A. G. UMBREIT.
Boone, Iowa.
- 1922 H. E. UNDERBRINK.
Libertyville, Illinois.
- 1922 WILLIAM URBAN.
1909, *Principal*, High School; Sheboygan, Wisconsin.
- 1919 M. S. VANCE.
Oblong, Illinois.
- 1923 RALPH VAN HOESEN.
Alma, Michigan.
- 1923 H. J. VAN NESS.
Harlan, Iowa.
- 1922 M. W. VAN PUTTEN.
1919, *Principal*, High School; Mason, Michigan.
- 1922 WM. N. VAN SLYCK.
Salina, Kansas.
- 1920 SAMUEL S. VERNON, B.S.
1920, *Principal*, High School; Downers Grove, Illinois.
- 1919 COSMOS C. VESELEY.
St. Procopius Academy; Lisle, Illinois.
- 1922 W. L. VIAR.
Ursa, Illinois.
- 1923 E. G. VILLERS.
Durant, Oklahoma.
- 1923 W. N. VIOLA.
Evart, Michigan.
- 1921 E. E. WACASER.
Chadwick, Illinois.
- 1916 CLIFFORD GILBERT WADE, B.S., '96; M.A., '15.
1913, *Principal*, Superior High School; 793 W. Fourth St.,
Superior, Wisconsin.
- 1920 J. E. WAKELEY.
Danville, Illinois.
- 1917 KARL DOUGLAS WALDO, A.B., '06; A.M., '14.
1914, *Principal*, East High School; 24 Hickory Ave., Aurora,
Illinois.
- 1920 W. D. WALDRIP, A.B., '03.
1916, *Principal*, Streator Township High School; Streator,
Illinois.
- 1919 ALBERT WALKER.
Arthur, Illinois.
- 1922 H. A. C. WALKER.
Lynchburg, Virginia.

- 1922 SAMUEL T. WALKER.
Allerton, Illinois.
- 1922 F. J. WALLACE.
Kirkwood, Illinois.
- 1920 J. B. WALLACE.
Rock Falls, Illinois.
- 1922 S. M. WALLACE.
Waterloo, Iowa.
- 1920 CHARLES BURTON WALSH, A.B., '06.
Woodmere Academy; Woodmere, New York.
- 1922 PRENTICE T. WALTERS.
Arcola, Illinois.
- 1919 GEORGE A. WALTON, A.B., '04; A.M., '07.
1912, *Principal*, George School; George School, Pennsylvania.
- 1923 M. C. WALTZ.
Canton, Maine.
- 1922 DOUGLAS WAPLES, A.M., '17; Ph.D., '20.
1920, Tufts College; Boston, Massachusetts.
- 1922 R. W. WARD.
Principal, High School; Mt. Clemens, Michigan.
- 1920 H. E. WARFEL.
Zeigler, Illinois.
- 1923 ALICE F. WARNER.
Durand, Michigan.
- 1921 WORCESTER WARREN, A.B., '12.
1919, *Vice-Principal*, East High School; Des Moines, Iowa.
- 1923 C. B. WASHBURN.
Lisbon, Maine.
- 1922 W. H. WASSON.
Toledo, Illinois.
- 1922 EDNA W. WATKINS.
Milford, Michigan.
- 1922 G. E. WATKINS.
Garnett, Kansas.
- 1918 HERBERT S. WEAVER.
Principal, High School of Practical Arts; Boston, Massachusetts.
- 1922 CARRIE G. WEBB.
Clarion, Iowa.
- 1923 R. O. WEBB.
Wilson, Oklahoma.
- 1922 GUY W. WEBSTER.
Beloit, Kansas.
- 1919 MAUD WEBSTER, B.S., '05.
University of Illinois; Urbana, Illinois.
- 1921 N. H. WEEKS, B.A., '94.
1920, *Vice-Principal*, West High School; Des Moines, Iowa.
- 1916 DAVID E. WEGLEIN, A.B., '97; A.M., '12; Ph.D., '16.
1916, *Associate in Education*, John Hopkins University; 1921, *Assistant Superintendent of Public Schools*, Baltimore, Maryland.

- 1922 RAYMOND G. WEIHE.
Wakefield, Michigan.
- 1921 E. K. WELCH.
Fryeburg Academy; Fryeburg, Maine.
- 1920 H. L. WELKER.
Sorento, Illinois.
- 1920 M. C. WELSH.
Rockton, Illinois.
- 1917 J. F. WELLEMAYER, A.B., '06; M.A., '14.
1917, *Principal*, Senior High School; 1208 Jersey St., Quincy,
Illinois.
- 1923 CORD WELLS.
Nashville, Kansas.
- 1916 DORA WELLS, B.A., '84; M.A., '98.
1911, *Principal*, Lucy L. Flower Technical High School; 6059
Wabash Ave., Chicago, Illinois.
- 1921 L. J. WEST.
Bar Harbor, Maine.
- 1921 JAMES H. WESTFALL.
Crossville, Illinois.
- 1922 ELIZABETH WETMORE.
Boyne City, Michigan.
- 1917 WM. A. WETZEL, A.B., '91; Ph.D., '95.
1901, *Principal*, High School; 12 Belmont Circle, Trenton,
New Jersey.
- 1922 GEORGE D. WHAM.
Carbondale, Illinois.
- 1923 C. I. WHEATON.
Yale, Michigan.
- 1921 W. H. WHEELER.
Kankakee, Illinois.
- 1923 A. F. WHISNANT.
Cawker City, Kansas.
- 1922 B. F. WHITE.
Ellsworth, Kansas.
- 1921 F. U. WHITE.
Galva, Illinois.
- 1923 (MRS.) MAME E. WHITE.
Hartland, Michigan.
- 1917 C. W. WHITTEN, A.B., '06.
De Kalb, Illinois.
- 1922 H. K. WHITTIER.
Sherrard, Illinois.
- 1916 WILLIAM WIENER, A.B., '88; A.M., '89; Ph.B., '91.
1912, *Principal*, Central Commercial & Manual Training High
School, Newark, New Jersey.
- 1920 JOSEPH A. WIGGIN, A.B., '09.
1916, *Headmaster*, Richards High School; Newport, New
Hampshire.
- 1923 A. S. WIGHT.
Lincolnville, Kansas.

- 1923 W. F. WILCOX.
Mancelona, Michigan.
- 1922 GUILFORD M. WILEY.
1921, *Principal*, High School; La Crosse, Wisconsin.
- 1920 H. A. WILK, A.B., '20.
Colfax, Illinois.
- 1919 M. P. WILKINS.
Christopher, Illinois.
- 1919 H. D. WILLARD.
1919, *Superintendent*; Plainfield, Illinois.
- 1923 A. B. WILLIAMS.
Junior High School; Oldtown, Maine.
- 1920 FRANK L. WILLIAMS, A.B., '89; A.M., '07.
1908, Summer High School; St. Louis, Missouri.
- 1923 G. F. WILLIAMS.
Anson Academy; North Anson, Maine.
- 1922 LEWIS W. WILLIAMS.
University High School; Urbana, Illinois.
- 1922 W. J. WILLIAMS.
Bonner Springs, Kansas.
- 1920 M. H. WILLING.
1920, *Principal*, High School; Springfield, Illinois.
- 1921 URBAN G. WILLIS, A.B., '00; A.M., '10.
1919, *Principal*, The Pullman Free School of Manual Training;
250 East 111th St., Chicago, Illinois.
- 1921 CLINTON D. WILSON.
Principal, Morse High School; Bath, Maine.
- 1919 F. A. WILSON.
1919, *Principal*, Community High School; West Frankfort,
Illinois.
- 1920 H. A. WILSON.
Hurst, Illinois.
- 1922 JAMES H. WILSON.
Rocky Ford, Colorado.
- 1918 (MRS.) LUCY L. W. WILSON, Ph.D., '97.
1916, *Principal*, South Philadelphia High School for Girls;
2101 S. Broad St., Philadelphia, Pennsylvania.
- 1922 O. N. WING.
Central Y. M. C. A., Chicago, Illinois.
- 1921 WILLIAM E. WING.
Principal, Deering High School; Portland, Maine.
- 1920 (MRS.) A. T. WISE.
Principal, Commercial High School; Atlanta, Georgia.
- 1922 ASA H. WOOD.
St. Louis, Michigan.
- 1922 R. C. WOODARD.
Haviland, Kansas.
- 1922 W. E. WOODARD.
Montezuma, Kansas.
- 1921 E. R. WOODBURY.
Thornton Academy; Saco, Maine.

- 1922 C. A. WOODWORTH.
1917, *Principal*, West New York High School; West New York, New Jersey.
- 1922 E. H. WORTHINGTON, A.B., '13; A.M., '14.
1918, Cheltenham High School; Elkins Park, Pennsylvania.
- 1921 I. M. WRIGLEY.
Mt. Pulaski, Illinois.
- 1921 W. P. WYATT.
Riverside, Illinois.
- 1921 C. E. WYGANT, B.S., '12.
1920, *Principal*, High School; Ames, Iowa.
- 1923 S. H. YARRELL.
Ingham Township School; Dansville, Michigan.
- 1921 C. W. YERKER.
Sandoval, Illinois.
- 1916 LEONARD YOUNG, A.B., '98.
1910, *Principal*, Central High School; Lake Ave. and Second St., Duluth, Minnesota.
- 1918 ROSS NEWMAN YOUNG, A.B., '12.
1916, *Principal*, High School; 1018 South Second St., Stillwater, Minnesota.
- 1922 EUGENE YOUNGERT.
Rock Island, Illinois.
- 1921 W. J. YOURD, B.A., '10.
1917, *Principal*, High School; 602 Fourth Ave., Clinton, Iowa.
- 1921 RALPH L. ZEHNER.
Effingham, Illinois.
- 1923 F. W. ZIESE.
Bethany, Illinois.
- 1921 A. D. ZOOK, LL.B., '13.
1921, *Principal*, High School; Wellington, Kansas.

SEVENTH ANNUAL MEETING OF THE ASSOCIATION

The seventh annual meeting of the National Association of Secondary-School Principals was held in Cleveland, Ohio, Monday, Tuesday, Wednesday, and Thursday, February 26, 27, 28, and March 1, 1923.

FIRST SESSION

The first session was called to order at 2:15 p. m. on Monday, February 26, 1923, in the Rainbow Room of Hotel Winton, by the President, Principal Edward Rynearson of Fifth Avenue High School, Pittsburgh, Pennsylvania. The President read his address, *Guidance of the Adolescent*.

THE PRESIDENT'S ADDRESS

GUIDANCE OF THE ADOLESCENT

PRINCIPAL EDWARD RYNEARSON

FIFTH AVENUE HIGH SCHOOL, PITTSBURGH, PENNSYLVANIA

The principal organized agencies for the guidance of our youth are the home, the various welfare societies, the church, and the school. In increasing number of homes there have come changes that lessen the influence of the parents. The few waking hours spent by the father at home and in many cases by the mother who is occupied during the same long hours either in business, in welfare or club work, deprive the children of that close contact needed in guiding them past the shoals. Most parents do not care about knowing the requirements of the various occupations nor do they have access to the information necessary to fit them to be counselors of their own children.

Much excellent work is being done in different localities by those interested in welfare work. Too often, however, it is done by the research student who is interested in the work in order to get his degree or material for an article or book. Again many of the workers do their assigned tasks in a most perfunctory manner. In every community there are people who are eager to take up any new work that brings them into prominence in the society columns under the guise of uplift work. They often are volunteer workers and hence often are irregular and spasmodic in their work. Their mo-

tive may be commendable and for a period of time, usually a short one, they are very enthusiastic and work overtime. The wire-edge soon wears off. There are a few welfare organizations, however, that are at work constantly and consistently and are doing a wonderful piece of work.

For many reasons the church does not have much influence in guiding the youth in the selection of life work. The church authorities have so little direct contact with the youth that they do not establish that close relationship necessary to beget confidence and comradeship.

The agency specially organized and equipped for guidance is the school. All of these agencies should unite with the school to reach all the young people. All these agencies united will not be able in some cases to overcome the guidance given by outside, unorganized agencies, such as companions, environment, advertisements in papers, and by unscientific mental analyses by persons for commercial profit.

The try-out courses, the general shop, the organized activities of the junior high school afford many opportunities to a pupil to acquaint himself with some of the underlying principles of a few occupations. Even if he makes no choice or if his choice is afterwards changed, he is getting valuable information about different occupations which will be useful when he does make his final choice. He should acquire methods by which to analyze the different occupations. He should be able to distinguish an occupation that offers a comparatively large initial salary, but which has little or no educative value or which does not prepare the worker for the higher positions from an occupation which may offer a lower wage for the learner, but which offers opportunities to learn the many processes and to prepare oneself for the higher positions. In fact, it would be the best thing for the child to have at least a high-school training before he makes a choice of his life work. Alice Barrows, in her report to Superintendent of Schools of New York City, said, "Vocational guidance should mean guidance for training and not guidance for jobs." Allen of Providence, R. I., says, "You cannot make the *most* of a child vocationally unless you have made the most of him educationally."

It is no longer necessary to explain to an audience of secondary-school principals that college preparatory classes do need vocational

guidance, that all children of well-to-do parents will not remain in school and, therefore, will need to be placed in positions, and that the department of vocational guidance is not primarily for those who wish temporary work. Placement is an important part of vocational guidance, but it is not the sole work of the department. If it does not attempt to fit the work and worker, or if it does not follow up the boy or girl in the work, there is not much guidance.

It is also perfectly obvious to every one here that we cannot by any mental test foretell the *one* occupation for each child. However, it is probably true that there are certain levels of intelligence for certain classes of occupations. Since many occupations require the same degree of general intelligence, the difference in qualifications is not intellectual. Trade and occupational tests may be devised that will differentiate the aptitudes more closely than any tests we now have. While there are 30,000 different occupations there are tests for only two of these: one for the aeronaut and one for the musician. Again we must not confuse trade tests with guidance tests. There are many qualities necessary to success that cannot be measured, such as perseverance, honesty, courage, and dispatch.

Business and industry are trying to lessen the amount of loss by the turnover of employes caused by the number of changes. Many high schools are attempting to eliminate, or at least lessen, the large number of transfers among the courses and the small army of "drop-outs." Where a careful explanation of the content of the different curricula offered and the object of each has been given before the children enter high school, fewer have asked for transfers, fewer have failed, and more have entered the high school. Providence, Pittsburgh, Chicago, Cleveland, and other places are doing some excellent publicity work. The school systems doing this kind of work might find much help by pooling their methods. Some may say, "We are doing this but we do not call it guidance." This is just my point: guidance is not a fad. It has been given more or less by every parent and teacher, priest and preacher, from time immemorial. It is the foundation and superstructure of the school. In some localities there is a very narrow conception of vocational guidance which is thought to be a plan whereby children are to be taken from school and put to work prematurely. Vocational guidance is just the opposite of this. The children should be "exposed" to the influences of the right kind of schools as long as they can derive profit from it.

When our curricula are planned to meet the needs, capacities, aptitudes, and interests of our pupils, our schools shall be entitled to the respect which we covet. Every secondary-school principal present shudders many times every year when he sees the throngs that drop out of school during the early adolescent years. Many of these have only finished the sixth grade. Most of these will join our illiterate class within a few years.

More strict enforcement of compulsory attendance laws will increase the attendance, but the schools must adapt the present curricula to the needs of these pupils or make new ones. The secondary schools of America are very largely made by the attitude and policy of their principals and headmasters. There is no disputing this fact. Then it behooves each of us to study most seriously the adolescent so that we meet our responsibilities. We must keep him in school for a longer period. We must guide him in his preparation that he may guide himself in the choice of a life work.

Should we shun vocational education? By no means. If we believe that additional schooling is desirable we must make it worth while. The Commission on Reorganization of Secondary Education is justified in its recommendation (1) "that secondary schools admit, and provide suitable instruction for, all pupils who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school; (2) that the continuation school should be included in a true comprehensive high school; and (3) that the high school should make it as easy for the boy or girl to return to school as it was for him to leave."

On vocational education the Commission says: "Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationships toward his fellow workers and society, and, as far as possible, to find in that vocation his own best development.

"This ideal demands that the pupil explore his own capacities and aptitudes and make a survey of the world's work to the end that he may select his vocation wisely. Hence, an effective program of vocational guidance in the secondary schools is essential. Unless plans for such guidance are thoroughly incorporated and continuously exercised, the efforts of the school in behalf of the youth in its charge will be largely misdirected."

Who would attempt to compare the importance of the conservation of our youth and manhood with that of our natural resources? And yet are we, the one class of men and women of this country, specially fitted for the work, studying this educational, economic, and social problem in all of its ramifications as assiduously as our economists study their problems? To my way of thinking there is no greater challenge issued to thinking secondary-school principals than to lessen, or possibly eliminate, the precipitous abruptness of the descending curve of school enrollment at the end of the compulsory attendance period.

The study of the 245,000 sixteen, seventeen, and eighteen-year-old employed boys of the State of New York made by Howard G. Burdge has been recently published by the New York Military Training Commission, under the title of *Our Boys*. This Study will furnish food for thought for many years. Since many of you will not be able to get a copy of this book, you might be interested in some of the results and recommendations of this study. The information was obtained from these boys as they assembled for a course of citizenship training prescribed by the State Military Commission. It was found that thirty per cent left school before they were fifteen, seventy per cent before they were sixteen and by the end of the sixteenth year more than ninety per cent had left school; twenty-five per cent dropped out before completing the seventh grade, fifty per cent before completing the eighth grade, and ninety per cent before completing the first year of the high school. Reports from the Inter-Church World Movement show that boys desert the Sunday schools at the same ages and the leaders in the Boy Scouts of America report that most boys drop out of the scout troops before reaching sixteen. And neither is the employer able to check the boy labor turnover.

A small percentage may leave school because of financial necessity and other causes, but the main reason is, "there is in these boys some impelling force which is creating for them a new vision of life and filling them with a desire to become independent and self-supporting." These boys are honest in giving other reasons; they do not recognize the real reason. Even after they leave day school very few ever attend any other school. The very word school is a "red rag" to many of these boys; they hate school.

The study says "'You might as well throw the Greek alphabet on the floor and expect to pick up an Odyssey,' as to expect these

inexperienced, aimless, uncounseled boys, 50,000 or one-fifth of whom have no father as a guardian, and 12,500 or one-twentieth of whom have neither father or mother as a guardian, to obtain by accident the kind of employment best suited to their growth and development as citizens and wage earners. What these boys really need and crave is sane, sympathetic, individual counsel, guidance, and leadership beginning with the seventh year and continuing with them throughout that trying period after they have left school. If our schools and welfare organizations will seek counselors of the big brother type, free from all other duties and have it understood that they are not 'advisers' or givers of 'advice,' but are friendly coaches, always ready to listen sympathetically and eager to give a lift, many a boy will remain longer in school and when he leaves will land on his feet at once. His job will be ready for him and suited to his mental and physical makeup."

There may be some difference in the statistics from various sections of the country, but do you not believe that these figures from New York will hold in many sections? Three-fourths of all sixteen-year-old boys are out of school, seven-eighths of all seventeen-year-old boys, and fifteen-sixteenths of all eighteen-year-old boys. This entire study is a challenge to the curriculum makers and administrators of the secondary schools of America. The great problem is to get the adolescent to accept the mature point of view. Is it possible to get these to profit by experience of others? How can these immature people be made cognizant of their hidden mental and moral powers? These immature citizens must be counseled and guided at every step during these years fraught with so many dangers on the one hand and with almost infinite possibilities on the other.

You say at once: "We cannot have vocational guidance; it will cost more money." Yes, that is true. The self-binder cost more than the cradle, the electric light more than the tallow-dip, the automobile more than the one-horse shay. But is there any one who would wish to forego the present-day conveniences?

We don't look at the *cost* of investments; we look at the dividends and the returns at the sale of the stock or at the maturity of the bonds. If playgrounds lessen the need of prisons we do not object to them on account of first cost. The more money, time, and thought spent in proper guidance of our children before they reach

the age of sixteen, the less will be the cost to industry and society for correction, punishment, and mere inefficiency later.

Vocational counselors will cost additional salaries, but if they stop the changing of courses, keep the adolescents in school for a longer period by studying the capacities, aptitudes, interests, and home environment of the individual pupil, adjust his school tasks, study with him life occupations, follow him as he tries to fit himself in with the customs of the work-a-day world, talk or intercede with his employer,—if a big brother counselor does all of these things, will he not earn his salary in saving labor turnover, in preventing misfits in life careers, and in making a purer and safer citizenship? No one expects the principal or the counselor to do all of this work. The most successful work is done when the entire teaching force of the high school is united in its enthusiasm for guidance. One way in which the teaching force of many of our high schools have helped is for each teacher to discuss the value of his subject with his pupils during the week when the subjects are chosen for the following year. Pupils often ask searching questions about the subjects and teachers do some real guidance work.

Yes, this may be called educational guidance. All education is guidance of some form—civic, moral, health, vocational, or all combined. Educational guidance is the conscious arrangement of the stimuli of the school, of the extra-curriculum activities, and of as many other influences as possible, that will call into action the best of all the inherited powers, utilize the best of the environmental forces, and develop the will in right directions.

In this paper we have briefly discussed the following:

1. The school is the one organization that is specifically fitted to do systematic, continuous guidance. In other words, guidance is the sole reason for the school.

2. The object of vocational guidance is not to prescribe a vocation for the child, but to get the parents, teachers, and child "to bring to bear on the choice of a vocation organized information and organized common sense"; not to decide for the child what he shall do, but to provide him with the necessary information so that he can choose wisely.

3. In photography snap shots usually give flat pictures; time exposure is necessary to give detail, definition, and depth to a pic-

ture. The same law holds in regard to impressions on the mind. "Short cuts" through school result in superficial education.

4. Placement is only one part of vocational guidance, but getting jobs is never to be considered its main function.

5. The employer and the school should understand each other better. The employer should make more use of the school records of his applicants and the school should never lose sight of the fact that the employer could give it many practical suggestions which would make the school subjects more attractive and helpful to the child.

6. The secondary-school principal is challenged to provide suitable courses for "all the children of all the people"; to see that "every member of a democratic society shall get all the education and that sort of education for which, as a free spiritual agent in the relation of citizen, he has the capacity and need."

7. The principal must think of the leisure time of his future men and women and must offer guidance suitable for the avocation.

8. Vocational education must not be side-tracked. Whether we will or no a very large percentage of our pupils will enter the unskilled, semi-skilled, or skilled labor. Does the school bear any responsibility for the kind of workers or citizens they will become?

9. Again the conservation of human beings challenges every educator. Shall we give it up?

10. Very little if anything worth while comes haphazardly. Intelligent guidance is absolutely necessary.

11. Who can estimate the value of a counselor's work in dollars if he keeps only one child in school? Do not say we cannot afford one more salary.

12. The vocational guidance program ought to be so complete that it will be working at every point in the pupils' career rather than at a few specific times.

HEADMASTER IRA A. FLINNER, HUNTINGTON SCHOOL, BOSTON, MASSACHUSETTS, read his paper *Rating Students on the Basis of Native Intelligence and Accomplishment*.

RATING STUDENTS ON THE BASIS OF NATIVE
INTELLIGENCE AND ACCOMPLISHMENTHEADMASTER, IRA A. FLINNER, HUNTINGTON SCHOOL,
BOSTON, MASSACHUSETTS

The great task before educators today is a scientific study of raw material. In this paper I am making a plea for a scientific study of the boys and the girls who are placed in our care and for whose development we have a great responsibility.

We schoolmasters can learn a valuable lesson by observing the athletic coach. He sizes up his material and assigns each boy to a task suited to his ability. If a boy is asked to play fullback, it is because he has qualifications or possibilities which will render him valuable in that position. The undersized boy is not selected for the shotput, nor the big, heavy-muscled boy for the dashes. Athletic material is classified according to well-established principles derived from long experience.

In the mental field we need to make a similar classification based upon the recognition of individual mental differences.

Among teachers there is a tendency to assume that all students can do all kinds of mental work and that all can attain high rank. On this assumption considerable pressure is brought to bear on all the school, as though honor students could be developed out of all the raw material. Scholarship prizes, honor societies, honor lists, and the praise of instructors are means used in many schools to raise the whole to a high level. It is indeed laudable to strive for excellent performances from all, but it is a mistake to measure all performances by the same yardstick. Teachers and parents alike must realize that pupils differ as much in their ability to do mental work as they do in their ability to do physical, and that only a limited number are able to do superior work. If this were recognized, greater effort would be made to secure superior work from superior individuals, and less discouragement apportioned to pupils of average intelligence who, while not equaling their more gifted mates are, nevertheless, working to the full measure of their capacity.

It would be absurd to expect a racing car to do heavy hauling, or a massive truck to compete on the race track. Owners demand from their motors that kind and quantity of work for which each is designed, recognizing a wide range of suitability. But children differ as widely in mental power as motors do in horsepower, ranging from

very low to very high. To set before a child of average ability tasks very much beyond him is both unwise and unjust. On the other hand, it is as unwise and unjust to be satisfied with average accomplishment of average tasks from a child of superior intelligence. Each should perform according to his capacity. From each, teachers should demand maximum effort in order that accomplishment may square with endowment.

To reach this ideal the first step necessary is that we should know exactly the mental endowment of each pupil. We are now able, by psychological tests and through other means, to estimate quite accurately the ability of individuals to do mental work—that is, the ability to acquire subject matter such as is studied in our schools. A second step might well be the adoption of a rating system which would take into consideration both the accomplishment of the student and his native intelligence. By native intelligence we mean the innate capacities by virtue of which an individual is capable of learning, and by accomplishment we mean what he has learned by virtue of those capacities.

At Huntington we rate boys according to their potentialities. The data used for classifying students according to ability are: Individual psychological tests, group psychological tests, teachers' estimates of ability, and various other data. At the opening of school all students take two group psychological tests. Through this information they are grouped into fifteen divisions, ranging from very good to very poor. In the case of those who do well we can conclude that they possess good and superior ability, because only boys of good and superior mentality can make high scores on the psychological tests. But, on the other hand, it is unwise to conclude that those who do poorly have poor ability, for there are many factors that affect the results.

To check the results of the group tests all boys are given individual Binet tests by a trained psychologist. The individual test is, of course, more accurate than the group test. As in the case of the group tests the entire student body is classified into fifteen groups on the basis of the results of the individual mental tests. It is surprising how both the group and the individual tests tend to classify students in about the same way. Whenever students make a higher rating on the individual test than they make on the group test, they are classified according to their higher rating.

So much for psychological tests.

During the early part of the term, after teachers are well acquainted with their students, each teacher makes an estimate of the ability of the boys in his classes, not from the standpoint of what the student is doing in class, but from the standpoint of what he is capable of doing. From four to six grades are assigned to each boy by as many teachers. The average of these various grades is used as the teachers' estimate of the student's ability.

The information received from these three sources is combined to give each student his classification. In summarizing the results, the evidence is carefully weighed and the student given the benefit of the most advantageous rating. We are now able to state that a boy has superior ability, good ability, average ability, poor ability, or very poor ability, so far as his capacity to prepare for a higher institution is concerned, or for convenience we can classify him as an A, B, C, D, or E boy. For finer classification we divide each of these five groups into three groups, classifying those who fall into the B division as B plus B, and B- boys, and in like manner we classify each of the other four groups. For obvious reasons the students of inferior ability are not given their ratings, but we find it very helpful to give boys of good and superior ability their classifications.

Scientific investigations of intelligence or native ability of individuals show that boys of high mental ability remain high through their entire lives, and boys of low mental ability likewise do not fluctuate to any considerable extent. Notwithstanding the fact that the available evidence tends to substantiate this conclusion, we prefer to classify our students each year on the basis of the data that is secured at the beginning of that year.

After having arrived at the possibility score of each student it is our task to secure from each boy performance in his school courses in accordance with his capacity. In other words, we expect A boys to do A work, B boys to do B work, and C boys to do C work—and better, if such a thing is possible, although it is not at all likely that better results than the ability index will be attained.

In order that teachers and the office may have definite information as to the efficiency of the individual students, a scoring plan has been arranged as follows: An A boy who does A work receives a score of 1, which we call 100—the result obtained by dividing

A by A; and A boy who does B work is, of course, doing less than his capacity and is scored less than 100; and an A boy who does C work receives much less than a perfect score. We call this score of the individual student the "coefficient of accomplishment" or his efficiency score, which is the quotient obtained by dividing his accomplishment by his ability, both the ability and the accomplishment letter grades being translated into numbers for convenience. In order to secure these quotients we have given certain number values to the letters. The scores of the individual students can be readily determined by the use of the accompanying coefficient chart.

SCHOLARSHIP

	E—	E	E+	D—	D	D+	C—	C	C+	B—	B	B+	A—	A	A+	
INTELLIGENCE	A+	44	48	52	56	60	64	68	72	76	80	84	88	92	96	100
	A	48	52	56	60	64	68	72	76	80	84	88	92	96	100	104
	A—	52	56	60	64	68	72	76	80	84	88	92	96	100	104	108
	B+	56	60	64	68	72	76	80	84	88	92	96	100	104	108	112
	B	60	64	68	72	76	80	84	88	92	96	100	104	108	112	116
	B—	64	68	72	76	80	84	88	92	0	100	104	108	112	116	120
	C+	68	72	76	80	84	88	92	96	100	104	108	112	116	120	
	C	72	76	80	84	88	92	96	100	104	108	112	116	120		
	C—	76	80	84	88	92	96	100	104	108	112	116	120			
	D+	80	84	88	92	96	100	104	108	112	116	120				
	D	84	88	92	96	100	104	108	112	116	120					
	D—	88	92	96	100	104	108	112	116	120						
	E+	92	96	100	104	108	112	116	120							
	E	96	100	104	108	112	116	120								
	E—	100	104	108	112	116	120									

TABLE 5—A CHART OF EFFICIENCY QUOTIENTS

The letters at the left of the chart indicate the classification of the students, and the letters at the top of the chart their accomplishment or scholarship grades, properly averaged. Thus the A boy who does C work receives a score of 76; an A boy who does A work receives a score of 96; a B boy who does C work receives a score of 88.

By such a system of scoring we are absolutely fair to all individuals. No boy of average ability is expected to do superior work. On the other hand, no boy of superior ability is expected to do average work. Each boy should perform according to the talents which he has. The plan is especially helpful for exceptionally bright students because the school has convincing data that will make it possible to secure greater effort from such boys should they be working below their possibilities. On the other hand, it is also valuable in dealing with boys who have average ability, because they do not suffer the discouragement of being expected to turn in an accomplishment beyond their native intelligence. A much larger number of boys and girls would be in our schools today if the requirements exacted of them were based on their ability to meet those requirements.

When a school has analyzed its student body, as has Huntington School, it will obviously reach the conclusion that the program of work assigned to each student should be determined by the ability of that student to carry on that program. Boys of superior ability should be encouraged and expected either to complete their secondary program in less time than that ordinarily required, or if the usual time is taken, to pursue a much more extensive curriculum. The student of average ability may have to spend more than the customary time in his preparation. If there is a carefully arranged plan which considers individual differences, the students of average intelligence will, in larger numbers, continue their education rather than through discouragement brought about by wrong expectations leave school and go into their life work unprepared. Those who are preparing individuals for higher institutions of learning appreciate that only a limited number can be prepared for those institutions, as preparatory schools and higher institutions are now conducted. A much larger number could be prepared for colleges and technical schools if more intelligence were used in studying the raw material.

PRINCIPAL CHARLES C. TILLINGHAST OF HORACE MANN SCHOOL FOR BOYS OF NEW YORK CITY spoke from notes to the subject, *Criteria for Judging the Success of Moral Training in the Secondary School*.

CRITERIA FOR JUDGING THE SUCCESS OF MORAL
TRAINING IN THE SECONDARY SCHOOLPRINCIPAL CHARLES C. TILLINGHAST
HORACE MANN SCHOOL FOR BOYS, NEW YORK CITY

I am very sure that any one confronted by the task which is set me this afternoon would find himself embarrassed by the lack of ability to cover in any way that will be at all satisfactory to himself or to any one else, the entire field which is opened up by the discussion of the problem of criteria for measuring the success of moral instruction in the schools, particularly the secondary schools.

I have been, both because of my upbringing and because of my own interest, for a good many years, interested in the whole field of moral education, as evidenced in many ways through various agencies. I have been much interested in Dr. Rynearson's paper; and as I see it, vocational guidance in its broadest sense, certainly includes or is a part of this moral training of which we are speaking.

I have seen grow in the minds of men I have known intimately and with whom I have worked in the secondary field, a feeling that we secondary-school men have a distinct responsibility for moral education in our public schools. The feeling that has come to me is this: That because of a variety of causes, we are right now confronted by a serious situation which calls for the best that every man can give in whatever situation he finds himself, to develop certain qualities in our American life; and the high schools of the country offer a field which is more fertile than almost any other field that one can mention for the development of these certain high qualities. There has grown the feeling that we high-school principals cannot escape the responsibility as indeed most of us would not, of giving moral education.

My paper this afternoon concerns itself not with this necessity, which for the purpose of argument I am going to take for granted we will admit, neither has it to do, except in a passing manner, with the way in which we shall give this moral instruction. It has more to do with what is at our hand with which to measure the success of the moral instruction which we are trying, each in its own place, to give.

I remember speaking, if everyone else has forgotten, about "pep" in the matter of moral education in the schools, and you may

possibly remember that "pep" means—spells out—precept, example and practice; precept first, example always, and the practice whenever we can make the opportunity, and with that reminder of the subject at that time, of the day in which we might go after our moral instruction in our schools, let us pass on to the question of what our standards of measurement may be as we try to judge our success in what we may be doing in moral education.

Whenever we try to measure in the field of education, it is necessary for us to define and delimit the thing which we are trying to measure. Everywhere at the present-time school men are engaged in—if not married to—measuring; and in this general practice the first thing which we must decide before we set up any standard of measurement, is what we are trying to measure, anyway. We are trying to measure certain traits of intelligence, or measure general intelligence or general ability, as evidenced through certain traits, and so, as we come to the field, that of judging the success of moral instruction, it seems to me it is worth our while, first to define, those traits which we are trying to inculcate, concerning the measurement of which we would like to know and criteria for which we would be glad to know, and where we can find them. In this I am going to dare to be arbitrary, because I have the advantage in that nobody can dispute me. You can differ with my opinion, but you cannot question my facts. I am talking about what I think, not about facts, and frequently there is a wide difference in the two.

I have taken the liberty then, of making a list of ten qualities, which it seems to me we ought to see to it are in these high schools of ours, and which ought, for our own satisfaction if not for the advancement of the school, to measure as well as we can.

The first of these—and these are listed, please understand, in no order of importance, but merely in order to get them before you.

1. Self-respect, spiritual, and moral courage.
2. Respect for properly constituted authority whenever found and however exercised.
3. The readiness to meet and to carry responsibility.
4. The readiness to accept constructive suggestions, even reproof from whatever source these suggestions may come, in a spirit which is not sullen or rebellious, but fine and big.
5. Ability to discern between right and wrong.
6. Ability to discern one's group responsibility.

7. Ability to be honest with one's self and one's associates.
8. The willingness to recognize and respect the rights of others
9. Reverence for worth-while things.
10. Wholesomeness, cleanness of mind and spirit.

Those ten I have submitted to you as the qualities which in my school I should like to be able to measure, and of the presence of which I should like to be assured. So much for what we are trying to measure. How shall we go to work? First, what not to do. Let us first make a negation. I do not believe the best way to measure these qualities is by any sort of a standard test. You may disagree with me. Dr. Rynearson has made reference to the fact that there are certain tests which are trying to measure some of these qualities, but the difficulty in tests of this sort is inherent in this fact—that the disingenuous boy or girl will not be measured, and the very possession of the quality which we want to measure—let us say insincerity—makes it impossible for us to measure insincerity accurately by any tests which we have. All criteria for the measurement of moral qualities and success of moral education in the school must be pragmatic and a test of these facts, what do the boys and girls do when the opportunity offers itself to do something? How do they act when they have an opportunity to act? How are they when they are in the school or at the home or wherever they may be?

I submit quickly the following criteria to look for which you do not need expert knowledge, but which are at your hand, no matter in whatever school you may be, large, small, private, east, west. They are in every place. These are the criteria by which day by day to measure success of the qualities of which we have already spoken. The first is the sportsmanship of the school. Sportsmanship may be translated, and for this term I give acknowledgment to Dr. Franklin W. Johnson—as that quality which makes a person a thoroughbred. We want thoroughbreds in our high schools. We want people who are sportsmanlike, not only as members of teams, but in the school life and on the side lines. Let us remember, sportsmanlike attitudes are not limited to players, they may be extended also to spectators. Principals, in a big school, you are too frequently unaware that you are letting go one of the most potent influences by which to determine moral qualities as well as for measuring them. We are letting someone determine the sportsmanship of our school, and sportsman-

ship is one of the most important criteria for measuring success of moral training in a school.

Second, the co-operation and friendliness exhibited between pupils and teachers, so common a criterion indeed that we don't think about it. I maintain, and with little fear of contradiction, that unless there is co-operation and willingness on both sides to give of the best each one has, and a readiness on the part of pupils to come to teachers with problems and on the part of teachers to welcome pupils who thus come, then the moral education in that school, however high may be its purpose, is not having its best fruition. You cannot have success in moral education and have the teachers and pupils pulling in different directions. This is a criterion which you have at hand and which you can use at any time.

Next, enthusiasm of the boys and girls. How do they go at their work? Whatever task is theirs to do, how do they do it? Do they go at it because they are driven, or because of the joy of the thing, the spontaneity of the appeal? Give me the school in which they go at their work as though they wanted to do it, even though it may be difficult—in the social, athletic, governmental, scholastic, or civic life of the pupils—give me that spontaneity, and I will show you a school in which there is success in worth-while moral education.

Next, the dependability of boys and girls in the school to meet not only the regular demands of the school, but the unexpected demands. One experience from my own school: The other day the library called the office of our school to know what to do with a boy who wouldn't listen to the student who was in charge, our librarian having been out for two weeks on account of illness, and the work having been carried on by students during that time.

The troublesome boy who was in the eighth or ninth grade in school, had refused to listen to the student in charge of the library at that time. The office was called up to know what should be done. The clerk in the office said, "You had better bring the boy down to see Mr. Tillinghast." I happened to be somewhere else at the time and met them coming through the halls. One was leading, the one was being led. The interesting thing about that is, the boy who was being led took it almost as seriously as the one who was leading, and in both boys there was a feeling of sincerity in the situation.

The first boy who was bringing the other boy down would never have thought of informing me of the conduct of that boy, and I

would not have wanted him so to inform me, but for a situation calling for dependability. The unexpected emergency led him to do the thing which he thought right, and the smaller boy who was being led, when he tried to explain, took it so seriously that it was with much difficulty that he tried to think of a reason, and found only an alibi. The point I am trying to make is this: That your moral instruction in your school can be measured by incidents like that much better than by giving to that boy a standard test of this order: "When a boy in the library doesn't pay attention, I will do this—ring fire alarm, call up police, send for his mother, leave the house—cross out the ones you do not want to have." Please do not think I am belittling that sort of test. I am simply saying that the test of actual conduct is a thousand times more valuable than the cleverest of those tests, and some are exceedingly clever.

Finally, you can judge the worthwhileness of your moral instruction by the cleanness and wholesomeness of your student body. It seems to me as I see boys and girls in our public and private high schools, that they are inherently fine, wholesome, and clean. There are a thousand and one influences that would seek to make them otherwise, perhaps, but the school which throws them together, which gives them social opportunities which call for self-control and a high regard for the proprieties of life—such a school must measure the success of its moral training by the attitude of these boys and girls. I don't care what your scheme of moral instruction may be. If you have a school in which these boys and girls are fine and wholesome and genuine, then your moral instruction is well done.

I have merely said that we have a great opportunity in the matter of moral instruction. Any opportunity is a problem. I would not be in this profession unless it gave me a problem of some sort. Let's face the problem, then let us determine what are the qualities—you can doubtless give ten others which in our schools we want to inculcate and measure. I have arbitrarily listed ten, you can doubtless give ten others. Remember this—education is not information. Education is an attitude of life, and we are the people that are molding and shaping those attitudes of life. Let us honestly and gladly enter into the task of worth-while education.

At this juncture the President appointed the following committees:

AUDITING COMMITTEE

PRINCIPAL E. H. KEMPER McCOMB, Emmerich Manual Training High School, Indianapolis, Indiana, *Chairman*.

PRINCIPAL C. A. FISHER, Central High School, Kalamazoo, Mich.

PRINCIPAL JULIUS GILBERT, High School, Beatrice, Nebraska.

NOMINATING COMMITTEE

PRINCIPAL KARL D. WALDO, East High School, Aurora, Illinois, *Chairman*.

PRINCIPAL W. C. GRAHAM, High School, Wilkinsburg, Pennsylvania.

PRINCIPAL A. W. MERRILL, North High School, Des Moines, Iowa.

PRINCIPAL RICE BROWN, High School, Emporia, Kansas.

PRINCIPAL EDMUND D. LYON, East High School, Cincinnati, Ohio.

PROFESSOR FRANKLIN W. JOHNSON, Teachers College, New York City.

PRINCIPAL CLINTON E. FARNHAM, High School, Winchester, Mass.

PRINCIPAL L. T. TURPIN, Washington Senior High School, Cedar Rapids, Iowa.

PRINCIPAL J. S. McCOWAN, High School, South Bend, Indiana.

RESOLUTIONS COMMITTEE

PROFESSOR THOMAS H. BRIGGS, Teachers College, New York City, *Chairman*.

PRINCIPAL P. C. BUNN, High School, Lorain, Ohio.

PRINCIPAL FRED C. MITCHELL, Classical High School, Lynn, Mass.

PRINCIPAL JOHN A. CRAIG, Muskegon High and Hackley Manual Training School, Muskegon, Michigan.

PRINCIPAL MATHILDA KREES, Westmont Upper Yoder High School, Johnstown, Pennsylvania.

PRINCIPAL B. FRANK BROWN, Lake View High School, Chicago, Ill.

PRINCIPAL E. R. STEVENS, High School, Leavenworth, Kansas.

PRINCIPAL HOMER P. SHEPHERD, Senior High School, Lincoln, Neb.

NECROLOGY COMMITTEE

PRINCIPAL BYRON J. RIVETT, Northwestern High School, Detroit, Michigan, *Chairman*.

PRINCIPAL V. G. BARNES, Central High School, Madison, Wisconsin.

PRINCIPAL DAVID P. SIMPSON, West High School, Cleveland, Ohio.

PRINCIPAL CLEMENT C. HYDE, Public High School, Hartford, Conn.

PRINCIPAL A. F. BENSON, Jordan Junior High School, Minneapolis, Minnesota.

DR. T. W. GALLOWAY OF THE AMERICAN SOCIAL HYGIENE ASSOCIATION OF NEW YORK CITY spoke without notes to the topic, *Curricular and Extra-curricular Aspects of Sex-Social Training in High Schools*. There follows an abstract of his address.

CURRICULAR AND EXTRA-CURRICULAR ASPECTS OF SEX-SOCIAL TRAINING IN HIGH SCHOOLS

DR. T. W. GALLOWAY, AMERICAN SOCIAL HYGIENE ASSOCIATION,
NEW YORK CITY

1. Every high school is training its students in sex-social ideas, attitudes, and conduct, whether it plans or desires to do so or not. This education is taking place both by way of the curriculum and by way of the school activities outside the curriculum.

2. The following facts insure within the high school a large amount both of direct and indirect sex-social education, which has inevitably a big character content:

- a. From the junior high-school age onward, sex is normally and actively working noteworthy changes and intensification in the lives of boys and girls. These changes are to be seen both in the well-recognized bodily structures, functions, and development and in the more intimate nervous and mental states which we do not so readily see. The sex development affects particularly at this period the emotional, esthetic and social impulses which play so large a part in moods, sympathies, tastes, ambitions, and behavior.
- b. Normally a very heightened sex-curiosity accompanies these inner developments of the boy or girl. This insures an increased alertness to all manifestations of sex whether in himself or outside.
- c. This whole situation invites to experiment and to youthful exchange of confidences in respect to sex and, in such a mixed population, leads to a *leveling upward* of the sex-sophistication of the whole group to that found in the older and more precocious boys and girls. Since this sex activity of youth is accompanied ordinarily by ultra-reticence on the part of their parents and mature friends, and since the exchanges of knowledge and suspicions are made in a vocabulary which is taboo the vulgarity of the subject becomes a form of humor. This combination of the funny with the

vulgar is both strongly and perversely influential upon character.

- d. Most of the high-school subjects which are really vital and significant to human life carry obvious sex implication. We may, and usually do, omit these implications; but in the post-pubertal state of mind the suggestions are usually made more obvious, rather than less so, by our efforts to ignore or to minimize the sex factors. In other words, when we expurgate subjects, and the student is conscious of the omission, we are training in ideas, prejudices, emotions, and attitudes (in a word in *character*) as really as, and much less sincerely than, when we deal with the subject frankly, constructively, and inspiringly.

The high-school subjects which normally carry implications about sex and reproduction as a part of normal complete life are: Physiology, hygiene, physical education, general science, biology, the social studies, including ethics, home-making science, agriculture, and literature.

- e. The normal social relations and activities of children of this age in coeducational groups, and quite apart from the curriculum, are very rich in elements which are either clearly sexual or strongly flavored with sex. The very fact that these are at once so obvious, so multiform and so complex, blind most of us to their sexual quality and to their significance for character education.

It is not possible to discuss at length here these sex relations in the normal high school; nevertheless, the situation must be outlined sufficiently to illustrate the reality. In the first place, we are disposed to confine our thought of the sex impulse and bond as extending exclusively across from one sex to the other. As a matter of fact, the *specific* attraction that exists among boys of the "gang" age, or between the younger boy and the older boy or man (and similarly with girls) is a *sex bond* just as really as is that between the boys and the girls. Furthermore, this homosexual impulse has powers for both high uses and perverse expression. It is not an exaggeration to say that this admiration for another member of the same sex *because he is of the same sex* has influence in character education second

only to the force of the better recognized heterosexual impulses and attractions.

Illustrating all these lines of influence we have the following sets of sex bonds operating normally in every educational school,—which we may remark incidentally is the only normal type of school:—Among the girls; between the girls and the women teachers; between the girls and the boys; between the girls and the men teachers; among the boys; between the boys and the men teachers; and between the boys and the women teachers. These are not *logical categories*, merely; they are genuine, vital educational facts, and the quality of each of these bonds varies with the age of the individuals. Any observant educator knows that each of these relations carries quite *specific* sex stimulations which are at least capable of springing into significance for good or ill to the conduct and character of sensitive young people.

It will be understood that the speaker is not using the term "sex stimulation" above in any gross or narrow sense. He is not claiming that these varied sex bonds are necessarily registering themselves in *physical* behavior of an overt type. He is merely urging that each of these possible relations of the sexes has both intellectual and emotional (peculiarly the latter) incitements which are important in personal education in accordance with the nature of each individual.

In all our secondary education we fail to utilize, likely we underrate the value of, the emotional aspects of both the curricular and the extra-curricular work. Such emotional elements, sex or other, as were referred to above, may lead in two directions,—each of prime importance. The emotional states growing out of the relations of a girl pupil to a woman teacher (for example) may lead to actual physical behavior and habits, to imitation, to subserviency, or to opposition. Or they may result rather in internal states, mental habits, largely of an esthetic and discriminative character, such as tastes, likes and dislikes, aspirations, longings, ideals, standards, and purposes—which bulk so large in character. The sublimation of emotional stimulation into mental habits of appreciation and discrimination may be even

more important for character than either information or physical conduct.

3. All these sex interests and relations, suggested in the last section, are quite normal and are universally operative in the intimate education of every individual. The critical question at the present moment is whether we as educators shall recognize these forces at their actual value and learn to use them consciously as allies, or shall refuse to admit that we can make any systematic use of them and allow all these cross-currents of sex impulses, attractions, and irradiations to sweep unguided through the gradually crystallizing natures of our children.

4. It would seem that scientific educators could give only one answer in the face of these alternatives. Few persons who have come up through the emotional turmoil of the miscellaneous sex stimulations of youth, I suppose, can feel that our present lack of method brings the most rational, or emotionally sound, or socially valuable results in the character of the young. Most of us believe that scientific methods will ultimately prove as decisive and profitable in the culture of character as in the culture of corn; and the sex factor in character formation is very real, very powerful, and may be very constructive.

5. In the degree to which this answer is logical, certain practical steps become corollary for scientific school administrators and teachers:—

- a. To study the facts of sex crises and sex development in pubertal and early adolescent boys and girls, of the sex situations and bonds created by the coeducational school, and of the possible influences of these various attractions for both good and evil in the extra-curricular activities; and gradually to apply these facts in the reorganization and reformation of the social educative life of the school as profound and constructive as anything now taking place in the curriculum.
- b. To study in a similar spirit and for similar reasons the curriculum itself, to discover where and how to impart the desirable information about sex and its implications, the interpretation of the facts, and the proper emotional setting of these facts in life and character.

- c. To join with all other community agencies which deal with young people,—as the homes, the religious agencies, the health groups, the social workers, the groups fostering recreation and amusements, etc.—in formulating *plans for more general enlightenment of adults* about the part which sex plays in personal character and social progress. This is because this problem is much too big for the schools alone to handle. It is an *all-community* problem to transfer to youth the best understanding, appreciation, ideals, and habits which the race has gained.
- d. To co-operate fully, when this has been done, with all these social agencies in apportioning the task of wise sex instruction and guidance so that those phases of the guidance which may better come from sources outside the school shall be well given, and thus the direct responsibility of the school itself be reduced to its own just proportion. The school is not the exclusive agency for sex-character education of children; but both in the curriculum and in its general life, as well as in its influence upon the adults of the community, it has very definite responsibilities which it cannot escape and for which it must prepare.

SECOND SESSION

The second session was held in the Rainbow Room of Hotel Winton at 5:30 p. m., Monday, February 26, 1923. Over three hundred high school principals were at the tables for the dinner, which was under the direction of Principal Claude P. Briggs, Lakewood High School, Lakewood, Ohio.

DR. CHARLES H. JUDD, DIRECTOR OF THE SCHOOL OF EDUCATION OF THE UNIVERSITY OF CHICAGO, spoke without notes or manuscript on *The Management of High-School Finances*.

THE MANAGEMENT OF HIGH-SCHOOL FINANCES

DIRECTOR CHARLES H. JUDD, SCHOOL OF EDUCATION,
UNIVERSITY OF CHICAGO

The question, how much the American public is willing to expend on high schools, is not discussed in this paper. It is assumed that there is wealth enough in the country and enthusiasm enough

TABLE I*
DISTRIBUTION OF FUNDS AMONG DIFFERENT TYPES OF SCHOOLS, 1910-20†

	1910	1912	1914	1916	1918	1920
Elementary schools...	375	419	473	539	600	795
High schools.....	51	64	82	102	163	240
Universities.....	22	25	30	33	40	58
Technical schools....	11	12	14	18	23	38
Normal schools.....	12	12	16	18	21	18
Colleges.....	0.7	0.9	1.8	2	2.6	11
Total.....	471.7	532.9	616.8	712	849.6	1,160

*From "Public Educational Costs—Report of an Investigation by the Committee on Education of the Chicago Association of Commerce" compiled by N. B. Henry.

† Expenditures in millions of dollars.

TABLE II*
Percentage Distribution of Funds among Different Types of Schools, 1910-20

	1910	1912	1914	1916	1918	1920
Elementary schools...	79.50	78.63	76.69	75.70	70.62	68.52
High schools.....	10.81	12.01	13.29	14.32	19.18	20.69
Universities.....	4.66	4.69	4.86	4.63	4.71	5.00
Technical schools....	2.33	2.25	2.27	2.53	2.71	3.27
Normal schools.....	2.54	2.25	2.59	2.53	2.47	1.55
Colleges.....	.15	.17	.29	.28	.31	.95

* From "Public Educational Costs—Report of an Investigation by the Committee on Education of the Chicago Association of Commerce" compiled by N. B. Henry.

for higher education to guarantee the support of secondary education. When this assumption is made, it behooves high-school principals to recognize the fact that the public demands economy in the management of high-school expenditures and demands also efficient schools in return for the investment which it makes in school buildings and in teachers.

Tables I and II make it evident that high-school costs have increased very rapidly in recent years and that relatively they have outstripped every other type of school expenditure. It is not enough in

this connection for high-school men to say that high-school teachers draw higher salaries and high-school equipment is expensive. There is a widespread movement in the country to make salaries of elemen-

TABLE III*
The Cost Per Pupil of Instruction in Elementary Schools and in High Schools
In Various Cities, 1920

Elementary Schools		High Schools	
Group 1			
Seattle, Wash.	\$65.25	Detroit, Mich.	\$182.52
Cincinnati, Ohio	61.06	Los Angeles, Cal. . . .	165.54
Buffalo, N. Y.	59.48	Newark, N. J.	128.54
Los Angeles, Cal. . . .	58.21	Philadelphia, Pa. . . .	128.24
Minneapolis, Minn. . .	56.63	New York, N. Y. . . .	117.95
Newark, N. J.	54.75	Chicago, Ill.	117.56
Cleveland, Ohio. . . .	54.60	Buffalo, N. Y.	111.80
New York, N. Y. . . .	52.14	Cincinnati, Ohio . . .	111.33
Chicago, Ill.	51.35	St. Louis, Mo.	110.21
Philadelphia, Pa. . . .	50.89	Cleveland, Ohio . . .	107.88
Indianapolis, Ind. . .	50.59	Indianapolis, Ind. . .	105.85
Washington, D. C. . .	49.96	Washington, D. C. . .	103.08
Kansas City, Mo. . . .	49.33	Seattle, Wash.	101.08
San Francisco, Cal. . .	49.12	Pittsburgh, Pa.	96.12
Boston, Mass.	48.73	Boston, Mass.	94.90
St. Louis, Mo.	47.88	San Francisco, Cal. . .	89.17
Detroit, Mich.	47.47	Minneapolis, Minn. . .	88.11
Milwaukee, Wis. . . .	47.21	Milwaukee, Wis. . . .	84.71
Pittsburgh, Pa.	43.54	Baltimore, Md.	78.18
New Orleans, La. . . .	38.04	Kansas City, Mo. . . .	74.47
Baltimore, Md.	37.01	New Orleans, La. . . .	73.91
Group 2			
Oakland, Cal.	\$67.61	Oakland, Cal.	\$137.54
Portland, Ore.	59.39	Trenton, N. J.	137.43
St. Paul, Minn.	59.32	Denver, Colo.	123.88
Worcester, Mass. . . .	54.86	Worcester, Mass. . . .	117.70
Grand Rapids, Mich. . .	54.65	Omaha, Neb.	110.84
Toledo, Ohio.	51.09	St. Paul, Minn.	110.41
Spokane, Wash.	50.35	Rochester, N. Y. . . .	107.86
Omaha, Neb.	50.22	Providence, R. I. . . .	103.29
Denver, Colo.	47.46	Grand Rapids, Mich. . .	102.90
Salt Lake City, Utah . .	47.26	Toledo, Ohio	100.92
Rochester, N. Y. . . .	46.47	Portland, Ore.	94.23
Trenton, N. J.	41.40	Spokane, Wash.	87.90
San Antonio, Tex. . . .	38.38	Wilmington, Del. . . .	81.84
Providence, R. I. . . .	36.81	Salt Lake City, Utah . .	83.70
Atlanta, Ga.	36.58	Louisville, Ky.	74.02
Louisville, Ky.	36.24	San Antonio, Tex. . . .	73.64
New Haven, Conn. . . .	35.69	Atlanta, Ga.	72.54
Wilmington, Del. . . .	35.58	Reading, Pa.	69.06
Reading, Pa.	33.18	New Haven, Conn. . . .	53.65
Nashville, Tenn.	23.83	Nashville, Tenn. . . .	52.70

* From "Public Educational Costs—Report of an Investigation by the Committee on Education of the Chicago Association of Commerce" compiled by N. B. Henry. Data from original reports submitted to the Bureau of Education for the year 1919-20.

tary-school teachers equal those of high-school teachers by increasing the training of elementary-school teachers.

Furthermore, when economy comes, as it is sure to come from time to time in every state, there are going to be many who will assert that elementary schools must have the first attention. The much greater relative cost of high schools can be defended only when there is shown to be a correspondingly greater advantage to the community from the maintenance of these schools.

Table III shows that there is no well-established policy throughout the nation regulating relative costs of high schools and elementary

TABLE IV*

Comparisons of City Elementary Schools and High Schools

	Elementary Schools	High Schools
1. Number of schools.....	10,841	1,059
2. Number of boys enrolled.....	2,794,581	401,881
3. Number of girls enrolled.....	2,761,220	466,820
4. Average daily attendance.....	4,465,009	703,929
5. Principals' salaries and expenses.....	\$ 16,793,238	\$ 4,585,162
6. Teachers' salaries.....	\$171,433,899	\$ 57,245,926
7. Total expenditures.....	\$203,005,832	\$ 66,024,370
8. Number of principals.....	6,845	1,004

15.8 per cent—Average daily attendance of high schools is 15.8 per cent of average daily attendance of elementary schools.

32.5 per cent—Total expenditures of high schools are 32.5 per cent of total expenditures of elementary schools.

27.3 per cent—High-school principals' salaries and expenses are 27.3 per cent of elementary-school principals' salaries and expenses.

33.4 per cent—High-school teachers' salaries are 33.4 per cent of elementary-school teachers' salaries.

\$2,453—Elementary-school principals' salaries and expenses divided by number of elementary-school principals.

\$4,567—High-school principals' salaries and expenses divided by number of high-school principals.

412—Average daily attendance of elementary schools.

665—Average daily attendance of high schools.

* From *Statistics of City School Systems, 1919-20*, Bureau of Education Bulletin No. 17, 1922.

schools. It is not enough for the high schools of a given locality to seek and take all of the advantages which they can get. Sooner or later there will be a broader view of public education which will compel the officers of each school system to justify what they do by standards that are as broad as the nation. National standards are more likely to be objective and defensible than are the practices which grow up in a single locality under the accidental conditions which frequently determine local practice.

Table IV is a composite. The figures in the upper half are supplied merely to give the reader the data from which the calculations below are made. The calculations are impressive, in part, because they confirm what has been shown in the earlier tables, in part because of the new facts which they supply.

In passing it may be well to note specifically that the 15.8 per cent, which results from a comparison of high-school attendance and elementary-school attendance, should be interpreted with full recognition of the fact that the high school includes only four classes while the elementary school includes eight.

With this matter disposed of we may return to the interpretation of the table. There is a very definite economy in relative expenditures for overhead in high schools as compared with elementary schools. The size of the average city high school explains this in part. The principal of a high school takes care of more pupils and is relatively less expensive than the teachers.

TABLE V*

Bonded Indebtedness in Community High School in Seventy-Six Counties in Illinois

Number of Pupils	Number of Schools	Average Daily Attendance	Bonded Indebtedness	Bonded Indebtedness Per Pupil
0-50.....	30	1,053	\$1,264,203	\$1,200.54
51-100.....	30	2,130	2,069,473	971.58
101-150.....	10	1,377	1,007,150	731.41
151-200.....	6	1,069	564,000	527.59
201-300.....	3	745	458,000	614.76
301-500.....	4	1,404	885,000	630.34
600-up.....	0	0	0	0
Total.....	83	7,776	\$6,247,826	803.47

* Prepared by G. W. Willett.

On the other hand, it is very impressive that the high-school principal enjoys advantages in the way of compensation which are much superior to those of the elementary-school principal. It ill behooves a principal who has this superior compensation and one whose staff is evidently superior in equal degree to complain about the difficulties which come up from the lower schools in the way of deficient pupils. It is the duty of the high-school staff to deal with pupils, recognizing the fact that the high school has a superior obligation commensurate with its superior equipment.

Table V calls attention to a form of expenditure which is not always thought of by high-school officers as of serious concern. In the long run the community will have to give heed to this type of obligation. At present school buildings are often erected in an extravagant way because communities get into rivalries or become enthusiastic beyond their means. The interest charges on such investments sometimes get themselves obscured in the public book-keeping. The fatal fact is that they continue to be a charge against the taxpayer. Sooner or later the school will have to assume the responsibility for this kind of expenditure. It certainly behooves the officers of schools to study the best and most efficient methods of housing schools at the least cost.

Mr. Willett, from whose researches the table on bonded indebtedness is derived, supplies further very interesting and impressive figures from a number of Illinois towns. There are towns in this state which have bonded themselves so heavily for schools that the per capita cost for each high-school pupil for interest charges alone

TABLE VI*
High Schools Arranged in Order of Annual Costs Per Pupil in Attendance

	Number of Pupils	Annual Cost Per Pupil	Length of Term	Cost Per Day
Phoenix.....	1,479	\$153.58	179	\$0.86
Winslow.....	126	195.34	176	1.11
Ray.....	26	224.37	166	1.35
Duncan.....	81	245.58	169	1.45
Clifton.....	102	290.68	189	1.54
Casa Grande.....	66	314.14	166	1.89
Miami (Live Oak).....	179	381.31	182	2.10
State average.....	\$193.90

* Abbreviated table, using every fifth case. From the *Sixth Biennial Report of the State Superintendent of Public Instruction to the Governor of the State of Arizona for the Period July 1, 1920, to June 30, 1922.*

were last year, in a number of cases, as follows: \$71.67, \$80.27, \$133.85, \$140.10, \$123.70, \$85.32, \$91.90, \$149.05.

It is hardly necessary to say that such interest charges sound like serious obstacles to the development of higher education in these communities. Of course, the number of pupils is small in all these cases. The fact, together with the difficulty of supplying buildings, suggests the desirability of high-school consolidation. The arguments derived from fiscal statistics can be powerfully reenforced from a study of the educational needs of the schools.

Table VI illustrates the difficulty of organizing high schools in small towns and in frontier communities. Again it may be reiterated that one can have full faith, in view of the statistics, in the willingness of American communities to pay for high schools. One wonders sometimes what these communities will say when they find out what they are doing in support of high schools.

The purpose of this paper is now evident. Any high-school principal is guilty of an offense against public policy who puts in a course of study which he cannot justify as genuinely serving the community. An overstaffed school is wasting money and is unjustified. A lack of serious purpose on the part of pupils cannot be tolerated in view of the huge investment both absolute and relative which the public is making in secondary schools.

The financing of a high school is a grave public responsibility and it will be a mistake to go ahead recklessly with expansion in these schools. It is the part of selfish prudence, and more than that of institutional wisdom, to study economy in every legitimate interpretation of that word as the highest duty of the high-school principal

THIRD SESSION

The third session was one of three conferences closing with a general meeting.

JUNIOR HIGH-SCHOOL CONFERENCE

The junior high-school conference was held in the Rainbow Room of Hotel Winton at 2:15 p. m., Tuesday, February 27, 1923.

THE CHAIRMAN OF THIS CONFERENCE, MR. PHILIP W. L. CON, PRINCIPAL OF JUNIOR-SENIOR HIGH SCHOOL, LINCOLN SCHOOL OF TEACHERS COLLEGE, NEW YORK CITY, opened the meeting by speaking on *The Need of Analyses of Standardized Solutions*.

The social situations that confront us in daily life very frequently, are so often repeated that society has adopted standardized responses. Whether these responses are the best ones or not, is important; they suffice, they become automatic, they are economical. To eat with a fork, to take off one's hat when entering the house, to obey the traffic officer, and the like, are standardized modes of behavior that are socially approved, and that leads to annoyances if not adopted.

Standardized solutions of problems are economical of time and energy; they require a minimum of thought. And so those of us who have the human frailty to dislike work, especially if the work seems avoidable, yearn for standardized solutions of all social problems.

The academic mind enjoys evolving such solutions, and supporting them by plausible arguments that take account of obvious generalizations and half-truths. In the junior high-school field one has only to mention such solutions as "promotion by subject," "segregation of ability groups," "try-out courses," "vocational guidance," "departmentalization of teaching," as examples of standardized solutions that are frequently assumed to be characteristics of the "standard junior high school."

Now, all such solutions have some value in some junior high schools, or in some grades, or for some pupil groups, at some times. But the development of any specific junior high school can not utilize all of these solutions effectively. Each school must be planned to serve a specific community, with specific facilities, equipment and faculty; it will be affected by specific state compulsory attendance laws and their enforcement; it will collaborate with supplementary

extra-mural educational forces, and it will compete with demoralizing or non-educational institutions.

This afternoon we are going to examine three of these often-urged standardized solutions. The three speakers are universally recognized as authorities who, we hope, will bring to us solutions developed not only by careful thinking, but also from a wealth of successful practical experience.

"How shall the junior high school be governed?" we ask. By some form of social participation, is the standard response. But just what social participation? Mr. Ryan is going to tell us after a while just what he conceives the solution to be.

What college credit shall be asked for general mathematics? for social study? for general science? Can the senior high school certify that graduates have had first year algebra, if they studied ninth grade general mathematics? Mr. Pickell will tell us what he makes out of this problem.

Shall the junior high school offer an uniform but enriched curriculum for all pupils? Shall it allow free election of subjects? Shall it offer several distinct curricula, commercial curriculum, industrial arts curriculum, etc.?

Our first speaker, Mr. James M. Glass, State Director of Junior High Schools of Pennsylvania, will explain to us just what the solution known as gradual, tentative differentiation is and will then permit us to challenge his conclusions by questions, objections, or doubts; or will be glad of our support if we have experience that supports his solutions.

STATUS OF THE JUNIOR HIGH-SCHOOL DIFFERENTIATION OF CURRICULA

MR. J. M. GLASS, DIRECTOR OF JUNIOR HIGH SCHOOLS FOR PENNSYLVANIA.

Shift of Emphasis from Differentiation to Guidance.—A fundamental change in point of view has taken place in the junior high school in the past few years. It is a shift of emphasis from differentiation to guidance, or more properly, guided exploration. This is a distinction vitally important to the realization of the educational mission which confronts the junior high school.

The Mission of the Junior High School.—The mission of the junior high school to the public school system is the articulation of

elementary and secondary education. Accordingly the junior high school is an agency of educational reorganization for the coordination of the public school system; to this end it is, as an institution, a unit of transition between the elementary school, its inlet, and the senior high school, its outlet.

Its mission to the early adolescents of twelve to fifteen years of age is to guide them through this transitional period of subpubescence from the preadolescent to the adolescent period—a period which synchronizes chronologically with the school unit of transition from elementary to secondary education. The mission of the junior high school to its early adolescent pupils is thus summarized by the Commission to the Reorganization of Secondary Education,—“to help each child to explore his own aptitudes and to make provisional choice of the kinds of work to which he will devote himself.”

The Mass, the Individual, the Group.—The common branches of the elementary school comprise a single curriculum required of all pupils as the indispensable tools of education. Consequently, the point of view of the elementary school toward its pupils is properly that of the mass. On the other hand, the specialized, or differentiated, curricula of the senior high school is a wholly different point of view, i. e., that of the group.

There can be no true articulation of all three units of the 6-3-3 organization until the individual is sorted from the mass and classified with the group. The junior high school, therefore, as the unit of transition, must take the point of view of the individual. Recall once more with new emphasis the statement of the Commission “To help *each* child to explore his own aptitudes and to make *provisional* choice.” Differentiation signifies the group—it is peculiarly the function of the senior high school; guidance signifies the individual—it is peculiarly the function of the junior high school.

The Evolution of the Shift of Emphasis.—The evolution of this change in fundamental point of view has been natural and inevitable. When the seventh and eighth years were transferred from the elementary to the secondary school, the first natural impulse was to push down high-school differentiation of electives or curricula. But a very vital intermediate or transitional step was overlooked until the junior high school was forced by hard experience to shift its emphasis to guided exploration.

The Comprehensive High School.—We are all familiar with the development of the comprehensive high school. Differentiated curricula broke down the high school's classical heritage of a practically exclusive college preparatory curriculum. A long period of commercial curriculum development was accompanied or followed by the introduction of the English or non-foreign language curriculum, the scientific or technical curriculum, and the general curriculum designed largely to meet the needs of those not preparing for college.

Still later came the development of vocational or industrial education and then was added to the high school program of studies a vocational curriculum. The outstanding contribution of the public high school in the educational experiment of greater equality of opportunity was the comprehensive high school with its differentiated curricula.

Comprehensive High School Widened Gap in 8-4.—The gap, however, that had always existed in the 8-4 organization, was immensely widened with the development of the comprehensive high school. The former problem of the elementary school was comparatively a simple one, viz., preparation for what was practically a single college preparatory curriculum of the high school. The comprehensive high school presented to the elementary school problems of preparation and guidance to the differentiated curricula which the elementary school was not prepared to meet.

The tragic mortality in the ninth year of the high school attested the blind unguided choice of high-school curricula by eighth grade graduates. Caprice was too frequently the only guide in the differentiated channels of the high school. Abruptness of transition between elementary and secondary education exacted a high toll in pupil mortality in the early adolescent years in grades seven, eight, and nine.

With the coming of the six-year secondary program of studies, it was probably inevitable that temporarily at least the same abruptness with its excessive toll should continue. For a time the situation at the beginning of the junior high school movement was made infinitely worse by offering pupils at the end of the seventh year and frequently during the seventh year the same bewildering differentiation of educational choice. Blind, unguided, capricious choice offered to the still more immature pupils in grades seven and eight

could result only in an increase of errors of choice and, consequently, increased mortality of pupils.

The Place of the Junior High School.—For the mortality in the ninth year we frequently advanced the theory that many pupils were by lack of innate ability unable to carry high-school work. This was in a measure true, but we believe today that much of the educational waste was due to the lack of wise guidance of the initial choice. We too long persisted in the theory that eighth grade graduates must adapt themselves to the secondary school. We are coming to see that the secondary school must be adapted to adolescent youth, and that not only must secondary education offer greater equality of opportunity, but that there must precede these differentiated curricula a background of exploratory or try-out experience to bridge the gulf between the elementary and secondary schools and to guide the initial and crucial choice of electives. *And in this purpose to offer exploration and guidance we find the true place of the junior high school in the public school system.*

Its Development for Guided Exploration.—The junior high school movement itself did not at first grasp the thought of guided exploration until after several years of unfortunate experience in offering differentiated electives to seventh and eighth year pupils. The inability of these immature early adolescents to choose intelligently elective courses was so much greater than had ever existed in the ninth year that this new unit in the school system was literally forced to introduce try-out exploratory courses as a background of initial choices in secondary education.

One of the significant contributions of the earlier junior high schools in this problem of adjusting elementary children to secondary education was made by Mr. Cox in his first junior high-school experiment at Solvay, N. Y. He based his seventh and eighth years upon the exploratory plan and designated his ninth year as the year of adjustment or of cross-over between electives to correct the inevitable errors in initial choices. Concurrently in many sections of the country the conviction was growing that the junior high school was a try-out finding school to guide early adolescents by gradual stages through the unit of transition between the single curriculum of elementary branches and the multiple curricula of the high school.

Guided Exploration Does Not Replace but Precedes Differentiation.—Before I am misunderstood, let me repeat what I said

at the start—a fundamental change in point of view has taken place in the junior high school—a shift of emphasis from differentiation to guided exploration. “To help” is to guide “each child to explore”—guided exploration. Guidance does not replace differentiation; it precedes it and exceeds it in vital importance to the junior high school.

Articulation of Unassimilated Units of Instruction.—Because the junior high school inherited from the elementary school and the high school an assortment of unassimilated courses of study, it began with a program of studies so bewildering in its variety as to discourage many from the attempt to articulate elementary and secondary education. The evolution of general courses of study, which are the articulation of elementary and secondary courses, has been steadily proceeding. The answer has not been written and will not be for years yet to come, but the process of articulation by widespread experimentation is under way and must be permitted to continue. The general courses of today represent experiments to articulate unassimilated units of instruction bequeathed from the single curriculum of the elementary school and from the multiple curricula of the high school.

1. General mathematics is an articulation of arithmetic with algebra, intuitive geometry and other secondary courses.
2. General social science is an articulation of elementary school history, civics, and geography with ancient history, European history, community civics, vocational civics, and elementary economics.
3. General science is an articulation of nature study with biology, physics, chemistry, and physiography.
4. Prevocational training, or the general shop for home mechanics, is an articulation of manual training with vocational training.
5. General home economics is an articulation of elementary-school cooking and sewing with vocational household arts.
6. The elementary-school courses in English composition, technical language, reading, and spelling have been articulated with secondary-school courses in English and literature. In a few experiments foreign languages have been coordinated with English.
7. The health program of the elementary school, designed for all pupils, has been assimilated with the secondary-school physical training, gymnasium, swimming pool, and hygiene instruction; there

has been an assimilation into a health program for all pupils of the athletic school team contests of the secondary school.

8. Music and art have become constants for the full three years of the junior high-school program of studies; there has been introduced an extension of fine arts through the electives offered by music and art clubs in the school activities program.

9. Commercial education has become part both of the required and elective courses; introductory business practice or junior business training has entered as a required constant in the eighth year.

Two Transitional Steps.—By its general courses of study, the junior high-school program of studies has become an articulated composite of elementary and secondary courses. The first transitional step from the single curriculum of the elementary school is an enlarged enriched curriculum, designed "to help each child to explore his own aptitudes." In the junior high-school program of studies also are found electives that pupils may "make provisional choices of the kinds of work to which they will devote themselves." Thus a second transitional step is taken to the senior high school, where in the statement of the Commission "training in the fields thus chosen" should be given.

Constants-with-Variables Curriculum.—It is not yet determined whether we may properly speak of differentiated curricula in the junior high school. We have electives with an increasing body of constants. Dr. Leonard V. Koos has designated the junior high school program of studies as a Constants-with-Variables Curriculum. This characterization best defines the plan of constants and electives which most generally prevails today.

The junior high-school schedule of classes, as determined by a questionnaire submitted a year ago, reveals a predominating tendency to organization on the basis of six one'clock hour periods. The program of studies conforms to this organization. There are in general practice four major constants: English, social studies, science, and mathematics, required and continuous through the three years; a fifth period is devoted to fine and practical arts; a sixth period is partly set aside for organized school activities; school health and guidance are part period courses of the fifth and sixth periods.

The reduction of time allotment to constants in the latter half of the junior high school in part provides time for electives; in some cases electives are offered by increasing time allotted to constants.

e. g., in science and practical arts; in other cases electives become part of the school activities period, e. g., music and art clubs, English clubs, social service clubs, science clubs, craft clubs, industrial and household arts, clubs, etc.

Electives.—Electives include foreign languages, science, commercial courses, additional shop time for technical courses, and vocational industrial work; in a gradually diminishing degree, the former first year high-school electives of algebra, biology, ancient history, etc., are offered. These electives are the initial and provisional choices which inaugurate the later differentiated curricula of the senior high school. Leading to the academic curriculum is the foreign language elective; leading to the scientific or technical curriculum are general science and increased shop work; leading to the commercial curriculum are junior business training, business writing, bookkeeping, commercial mathematics, and typewriting; leading to the vocational curriculum is the half-time provision for Smith-Hughes work pursued either in or outside the junior high-school building; leading to the fine arts curriculum are the required courses in art and music, the electives offered in the school activities period, and the credit given for outside teaching.

Five differentiated curricula are, therefore, inaugurated by initial electives in the junior high school: 1, the academic; 2, the technical or scientific (both college preparatory curricula); 3, the fine arts curriculum (frequently with college outlet); 4, commercial (occasionally with college opportunity), and 5, the vocational curriculum.

MR. FRANK G. PICKELL, ASSISTANT SUPERINTENDENT OF SCHOOLS OF CLEVELAND, OHIO, read the following paper:

THE JUNIOR HIGH SCHOOL AND COLLEGE ENTRANCE REQUIREMENTS

ASSISTANT SUPERINTENDENT FRANK G. PICKELL,
CLEVELAND, OHIO

In June, 1922, there were graduated from Cleveland's ten senior high schools 1,339 boys and girls. In January, 1923, 754 boys and girls were graduated. Thus in one academic year 2,093 boys and girls were graduated. On December 22, 1922, the total enrollment in all grades in Cleveland's schools was 115,750. Of this total 38,406 boys and girls were in grades 7 to 12 inclusive. On December 21,

1922, the total enrollment in the Detroit schools was 122,558. Of this total 37,374 boys and girls were in grades 7 to 12 inclusive.

The following table shows the distribution by grades of all pupils enrolled in grades 7 to 12 inclusive in Cleveland and in Detroit, and the per cent of the total in each grade.

Grade	Cleveland		Detroit	
	Enrollment at date Dec. 22, '22	Per cent of total in each grade	Enrollment at date Dec. 22, '22	Per cent of total in each grade
Junior High School				
7	10,912	28.41	9,480	25.36
8	8,991	23.41	8,493	22.73
9	8,235	21.44	8,802	23.55
Sub-Total	28,138	73.26	26,775	71.64
Senior High School				
10	4,995	13.01	5,162	13.81
11	3,078	8.01	3,236	8.66
12	2,195	5.72	2,201	5.89
Sub-Total	10,268	26.74	10,599	28.36
Total	38,406	100.00	37,374	100.00

In Cleveland more than 73 per cent of the total enrollment in the six upper grades are in the junior high grades. In Detroit more than 71 per cent are in these grades. And of the 28,138 boys and girls in Cleveland's junior high grades some 25,500 will never reach the twelfth grade of the senior high school. The facts of this distribution of pupils, with some variation, of course, hold for all parts of the country.

The best interests of all concerned will be served if we teach this group of 28,138 material of interest and value within itself rather than to teach them with the remote, and in 25,500 instances, the erroneous objective of college entrance in mind. I am much concerned that this new unit shall be a period of developing habits, of training children to think, to image, to plan, to execute, and of arousing abiding interests and ideals. Our task in this period is so far removed from the job of taking pupils through courses designed to meet college entrance requirements some four, five or six years later that, I am quite sure, the junior high school will profit if it can remain entirely free from college entrance entanglements. From the standpoint alone of persistency in school this suggestion is the right one to follow.

We have now experimented some eight or ten years with the mechanics of reorganizing the secondary-school years. The preponderance of evidence is in favor of organizing the junior high school as a separate unit. And I may add that the experience of those who have worked in six-year schools is also favorable to some type of organization other than the six-year school. In Cleveland and in Detroit where the six-year school has been given as thorough a trial as can be found anywhere, the decision is decidedly unfavorable to the six-year organization. There are many arguments both in theory and in practice against organizing the six years as one unit, except in small systems where economic and administrative necessity make this type of organization mandatory. But even in the six-year organization the junior and senior divisions should be distinct.

Now all this is far from saying that there should not be the closest kind of co-operation between the junior and senior divisions. It does mean, however, that the early years of the secondary system demand a different kind of treatment from those of the later years.

If the movement to organize the seventh, eighth, and ninth grades as a unit is right, we have not only the argument of the number of pupils who should be given an education independent of any and all restrictions of college entrance requirements, but we have the added argument that unless the ninth grade is removed from the accrediting relationship to the college, the four-year high school will become a sort of dismembered institution and the junior high school will remain what it now is, a disjointed institution. That ninth grade is like a sore thumb now. It is or is being taken away from the senior high school. Shall the senior high school be compelled still to retain sovereign control over a grade in the administration of which it has lost or is losing actual control? And shall the junior high school be compelled to run as a sort of two-ring circus,—one ring consisting of the seventh and eighth grades and the other ring of the ninth grade? Even the most casual observer knows that the junior high school ninth grade has not been radically changed from the traditional ninth grade and will not be so long as it is hemmed in and hampered on every hand by restrictions due to college entrance requirements or senior high school standards imposed.

Now the simplest and most sensible arrangement will be to release that ninth grade to the junior high school and place only the senior high grades,—namely, tenth, eleventh, and twelfth, in accredit-

ing relationship to the college. Let the colleges specify that not more than twelve units of work shall be required for entrance, all of which shall be done in the tenth, eleventh, and twelfth grades. This will solve a multitude of problems, simplify the articulation of the junior and senior high schools and obviate at once any and all transfer of credits from the junior to the senior high school.

Under this plan the junior high school could really operate as a unit and the senior high as a unit. The junior high school could practice flexible promotion and send pupils to the senior high school as soon as or whenever their best interests would thus be served. No question of credits need ever arise. Those entering the senior high school could be placed in the work for which they were prepared and upon the completion of eleven or twelve units be graduated. This plan would lend itself readily to a program of economy of time about which we have heard so much.

It is perhaps premature to lay down for the colleges a new set of requirements for entrance, based upon work done in the three-year senior high school. The college authorities will want to say something upon the subject, no doubt. But it may not be out of place to suggest explicitly how the proposed plan could be put into operation.

The average North Central College or University requires now for admission

English	3 units
Mathematics }	
Foreign Lang. }	5 "
Social Science.....	1 "
Laboratory Science.....	1 "
Electives	5 "
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Total	15 units

Under the proposed program the requirements state in terms of units might be:

A major of.....	3 units	
Two minors of..	2 "	each
Electives	5 "	
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Total	12 "	

Suggestion: At least nine of the twelve units to be in academic subjects. English to be offered either as a major or a minor.

The only point of difficulty at present is likely to be found in the mathematics and foreign language requirements because both of these subjects may be begun in the junior high school and in these subjects the content of courses is about as set as adamant. To avoid any present misunderstanding content minima can be established in these two subjects. In presenting these units the requirements may state that not less than the work equivalent to the completion of plane geometry in mathematics and not less than the completion of Cæsar or what is now second-year work in a modern language can be accepted.

There is no question in my mind that this program which delays definitely the actual preparation for college entrance to the tenth-year of the high school will make for better college preparation than now is the case. Pupils are older, they have had more time in which to decide what they intend to do and there will be less flitting from one subject to another than now prevails, when it is no uncommon thing for a high-school pupil to earn nearly half of his sixteen units in the ninth year courses. This proposed program is preventing a scattering of effort in the senior high school will call for continued study on the part of the pupils in fewer lines of work carried over a longer period of time.

MR. H. H. RYAN, SUPERVISOR OF JUNIOR HIGH SCHOOLS OF ST. LOUIS, MISSOURI, read his paper, *The Government of the School*.

THE GOVERNMENT OF THE SCHOOL

SUPERVISOR OF JUNIOR HIGH SCHOOLS, H. H. RYAN,
ST. LOUIS, MISSOURI

In a discussion of the problem of government in the junior high school we can start from G. Stanley Hall's conclusion that the approach of adolescence brings a radical change in the child's attitude toward government. You will remember the ancient myth which describes the beginning of social consciousness in the human race. It seems that originally men's bodies consisted of just twice what they now do. Each man had four leg, four arms, two heads, and so on. Men were unbearably selfish, and spent their days quarreling with each other. The gods finally tired of this and decided to do something to make men more considerate of each other. They finally hit upon the plan of slicing each man into two parts and

sending each half on its way to maintain a separate existence. It soon developed that each half man was spending a good deal of time thinking about the other half; and so it came about that unselfishness was born into the world.

The typical junior high school child is just reaching that stage of his existence. It is often true in the case of a given boy that a certain twelve-year-old girl is the first person in his life for whose happiness he feels a genuine and absolutely untaught concern; she is the first whose opinions of his appearance ring true and sensible; she is the first before whom he will die rather than be humiliated. Many a teacher has been astounded to see the meek and docile lad of yesterday explode under a rebuke offered him today in the presence of the class. The young gentleman has just discovered the better half of the race, and that discovery has served to impress him with the necessity of saving his face on all occasions, as our friends the Orientals would put it.

At this point the boy, especially, loses his docility, his willingness to accept unqualified and unexplained directions from his elders. He begins to regard these things as whims and indeed many of them are. A rebellious streak appears, which manifests itself not only in matters of government, but in matters of instruction. He is inclined to regard correct forms of speech as parts of a code superimposed by his powerful elders to the exclusion of the more picturesque and expressive language of the playground, and for no visible purpose except that said elders may have their way about it.

There is no logical response which the school can make to the change in attitude toward government except a change in the plan of the government of the school. If this is not done there will be a tremendous loss somewhere. Those children who possess initiative and determination will be at outs with the teachers; those who can be coerced will meet that fate and lose their birthright of divine spirit in return for peace and quiet. Those who can be overcome through personal palaver will go over to the enemy, the teacher, and fall into disrepute among their fellows.

At the junior high-school age I believe there is but one way of making a whole school feel that the children and the teachers and the parents are all on one side of the game against ignorance and vice; and that is by promoting children from the ranks to places in the council of war. This is not for the sake of giving the children

more privileges, nor to set a lower standard for behavior. It is not necessary to make an administrative change in order to make the child feel his wishes more keenly nor to suit the procedure more to those wishes. The thing that is necessary is that he sense the fundamentally benevolent character of government in general, and give his allegiance to it; to this end it is essential that he have a part in the government to which he is subject and, above all, that he come to feel a share of the responsibility for the success of that government in accomplishing its immediate and remote ends.

I will assume for this discussion that the entire round table will agree that the government of a school must accomplish two things:

1. Achieve effective and efficient control and direction of the school.
2. Provide training in citizenship.

Almost since the beginnings of education in this country there has been recognition of the duty of the school to prepare the pupil for his function as a member of a democratic community. For many years it was hoped that this would be accomplished by the academic study of government. Soon, however, the necessity for laboratory training in citizenship was sensed and attempts were made to provide it. There were mock trials, dramatizations of the Constitutional Convention and similar historical assemblies. We have been very slow to realize that it is quite essential that the situation in which the child is to learn government be such as to appeal to him on its own merits—by reason of a real and immediate value to him of the legislative and executive acts in which he takes part.

It is certainly true that the junior high school, of all the divisions of education, must provide for learning government through active participation; this new institution is unique in that it retains and trains a type of pupil not often seen in the intermediate grades; the type who to be taught effectively must have real situations put before him. He makes nothing out of abstract discussion. He is the "show-me" type. Later on he will take part in politics, whether we touch the subject in school or not. But the school is his only chance to be taught political ideals which reach beyond mere expediency or petty narrow motives. It is he who if untaught will fall prey most readily to the unscrupulous ward heeler who is in a position to offer privileges or immunities in return for votes. Without instruction he will not see far-reaching consequences of simple political acts.

There is another type of child who deeply needs to be initiated into politics during his school days, and that is the future college graduate. The fact that the government of cities is largely in the hands of uneducated people is due partly to the fact that the college graduate traditionally takes very little active interest in the affairs of the local government. He regards politics as a dirty business and, never having come into active touch with it, he remains aloof.

In offering a pupil the opportunity of participating in the government of the school there is one principle which must be borne in mind. If his political activities are to result for him in social growth he must be actuated by motives which are clear and genuine to him. It is vital, therefore, that only those matters be placed in his hands the basic philosophy of which he can understand and agree with. The regulation of traffic in the halls and lunchroom meets this requirement; the preparation of the budget for extra-curricular activities; the planning of an entertainment to back this budget; the direction of a clean-up campaign; the awarding of student honors on the basis of definite regulations; the maintenance of order at athletic games. Accordingly there should be machinery provided to enable the pupils to take the initiative and responsibility for this type of activity.

Recently I undertook to get the opinions of both pupils and teachers on the workings of our student government features. The questionnaire to the pupils asked two main questions: first, whether they liked the Blewett plan better than the old style plan of school government; second, whether they thought it worked better. In answer to the first the opinions were about ten to one in favor of the affirmative; in the second about six to one. Evidently the pupils were surer of their own reaction than of the effectiveness of the plan. The unfavorable comments from the pupils were largely objections to alleged favoritism shown by traffic officers to their friends and to special privileges allowed these police, such as that of breaking into the lunchroom line without waiting for turn. One youngster expressed himself thus, however, about the whole proposition of pupil participation in government: "If the teacher were there, I would think I had to be quiet; this way I live up to my self-respect."

The questionnaire to the parents was as follows, omitting the introductory paragraph; the ratio of the answers is shown in each case:

- Question 1. Does the plan seem to be superior to the traditional method, in which the government of the school was a matter between teacher and individual pupil?
17 "Yes" to 1 "No."
- Question 2. Does the pupil seem more or less inclined to feel that he is getting a "square deal" in matters of discipline?
44 "Yes" to 1 "No."
- Question 3. Does he seem to take more or less interest in having the school well behaved?
44 "Yes" to 1 "No."
- Question 4. Has the plan affected his attitude toward his teachers—i. e., is he more cordial or more antagonistic than under the other kind of school government?
12 "Favorably" to 1 "Unfavorably" to 4 "No change."
- Question 5. Has it apparently affected his behavior at home? How?
3 "Favorably" to 1 "Unfavorably" to 1 "No change."
- Question 6. Does it seem to teach him anything which he might not get under the other plan—as, for instance, habits and ideals of later value to him as a citizen of St. Louis?
11 "Yes" to 1 "No."

Remarks:

This questionnaire elicited a flood of very gratifying general comments. All together the idea seems to be meeting with approval.

RURAL AND SMALL HIGH SCHOOL CONFERENCE

Principal Claude P. Briggs of Lakewood High School, Lakewood, Ohio, presided over the conference of Rural and Small High Schools.

MR. CECIL K. REIFF, PRINCIPAL OF CENTRAL HIGH SCHOOL, MUSKOGEE, OKLAHOMA, read his paper.

SOCIAL LIFE OF PUPILS

PRINCIPAL CECIL K. REIFF, CENTRAL HIGH SCHOOL,
MUSKOGEE, OKLAHOMA

We are in an age of educational development. Today the high schools, no longer the schools of a select few, are crowded with an

increasing number of students of diversified interests and abilities, widely varying in social status, physical aptitudes, mental capacities, and life purposes. Furthermore, but a small percentage of our students is graduated from high school and even a smaller percentage enters higher institutions of learning. The ability of students to apply knowledge of life realities is the test of the modern high school. Certainly it is a good token that educational literature is filled with discussions of the socialized recitations, socialized curriculum, social environment, social efficiency, social relationships, social growth, social consciousness, etc. In fact, all education, in its very inception, is social. The high school holds a strategic position in the socialization process.

In order to broaden the field of our study, we have sought information from three sources, namely,—high-school principals, high-school students, and citizen taxpayers, mostly patrons. Mrs. J. C. Winders, Head Councilor for girls, made a survey of the social activities of about seven hundred upper class students, in the Muskogee Central High School. A similar survey was made of the rural high schools of Muskogee county and also of a few rural communities of other states. We shall first consider some practical aspects of present-day conditions, then outline some conceptions of school responsibility, with a view to suggesting desirable reorganizations.

That high-school administrators feel the need of creating student experiences which will vitalize the cardinal social objective of secondary education is manifested in various schools through the following activities: picture shows, glee clubs, athletics, student government organizations, socialized recitations, adviser groups, cultural reading, departmental clubs, High Y, Y. W. C. A., dramatics, debating, class parties, music, art, literary clubs, group projects, assembly programs, fairs, skating, hikes, etc., junior civic organizations, "Meet My Friend" days, activity periods in school, finding and broadening courses, choruses, orchestras, bands, visitors' weeks, school dances, definite instruction in morals and manners, personal betterment days, radio, picnics, and social hours, together with many minor activities. Of course, no one school is attempting all the above. In fact, one principal is of the serious opinion that we have too many social activities, including athletics, and he would not have any social activities outside of school before the senior year. On the contrary,

one principal would bring as many social activities as possible into the school. Among many other purely social activities his school offers noon and Saturday night dances.

The majority of parents, students, and high-school principals agree on the activities which are detrimental to the life of students. They place dancing first; car riding second, and miscellaneous parties third. It is interesting to note that late hours constitute the detrimental feature of the activity. In the rural districts surveyed, twenty-two per cent of the students dance and eighty per cent attend church socials, while in the city of Muskogee about fifty per cent attend dances and about seventy per cent attend church functions.

Apparently some rural high schools are not taking advantage of the opportunities to develop wholesome, social experiences for their students. One rural high school has neither club meetings nor class meetings. Students in this school depend almost entirely on athletics for social life. On the other hand, however, we who have thought that rural students lacked variety of social life may well consider the following facts: out of fourteen activities, the median for student participation for seven hundred eleven students of Muskogee Senior High School is eight for boys and nine for girls. For three hundred ninety-four students of rural high schools the median is eight for boys and nine for girls.

I believe we should take the position that the schools should not exercise further control over outside social activities. We have the Y. M. C. A., Y. W. C. A., girl and boy scouts, community centers, churches, and many social and civic organizations, all making such a demand upon the same class of children, that we need, not a wider jurisdiction, but a better balanced social program. Evidence shows that boys and girls who are in one or more social activities usually have their entire week scheduled, while boys and girls who need the social value to be gained in such agencies are not touched at all. Eighty-five per cent of high-school principals would have the high-school exercise no control over social activities given under any other auspices than the high school. Eighty-two per cent of the students prefer school supervision of social activities. Parents appreciate school activities, but express regret that so many civic, community, church, and school activities demand so much of the time of their children.

When we assume control of all the social life of the children, we become corporate in character and rob the home of its long-established entity. The paternalism fostered by a wide control of outside social life of students is alarming. There must be a limit to the scope of the responsibility of the high school, for taxpayers cannot afford to pay for school services which are duplicating other agencies in the community. Moreover, we must respect the sanctity and importance of the home because our schools will rise or fall as the home rises or falls.

Thus far I have dealt with opinions and practices of those immediately involved with the social life of high school students hoping, thereby, to give in a few brief paragraphs a setting for further analysis of some conceptions of school responsibility. In this analysis we must consider the following questions: First—what is our objective? Second—what pupil experiences are involved in reaching the objective? Third—by what agencies, and through what activities may the experiences be provided?

Our high schools, formerly the ladder by which a chosen few promising lads climbed into the classical colleges, have sought intellectual discipline and the accumulation of facts as the basis of their curriculum. Even in our democracy, too often the teacher remained a despot for curriculum enforcement with the sole aim to cover pages of grammar, or lines of Cæsar or propositions of geometry, without realizing that the real purpose was to develop the capacities of a human individual. Thanks to the present humanistic educational revolution we are now beginning to teach children, rather than books. It is significant that the Commission on the Reorganization of Secondary Education places ethical character and worthy use of leisure as two of the Seven Cardinal Principles of Secondary Education. To quote from the report of the Commission: "Education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends." Our chief objective is to develop body, mind, and spirit into an enriched personality which has leadership and initiative, enabling the individual to mingle freely, happily, and helpfully with his civic and social associates.

Student activities leading to this objective are numerous, as shown above. I have grouped them under fourteen heads—athletics,

movies, club meetings, class meetings, plays and entertainments, picnics, parties, church socials, dancing, scouting, auto and sleigh riding, reading good books, radio, and music.

Agencies now provided to offer the above experiences are: libraries, community service, churches, young men and young women Christian associations, farm organizations, athletic associations, boys' and girls' clubs, boy and girl scouts, the high school, private, parochial, fraternal, and philanthropic institutions. It is evident that the high school is but one factor in the socialization process and that there is considerable overlapping of effort. Therefore, is it not reasonable to urge that in the near future each community will have a supreme council, composed of an administrator from each agency, to co-ordinate the activities and to make certain that all classes of children are benefitted?

In a broad sense, it is our duty to organize and humanize our school so as to cultivate an appreciation of, and a desire for accomplishments, attitudes, habits, and abilities which students may use in after life to recreate themselves in their leisure hours, and which will enable them to be of greater service to society. In carrying out the above, the modern high school will provide—auditoriums, gymnasiums, dining rooms, motion pictures, libraries, plays, clubs, class meetings, mass athletics, group singing, student participation in school government, art, music, radio, and various other activities, curricular and extra-curricular, which will aid in the attainment of the social objective.

The high school which succeeds, however, will provide one other indispensable factor. The factor to which I refer is more or less idealistic, I admit. It is the human element. A human faculty, social beings everyone, must meet the student. A principal, with a human understanding of, a keen respect for, and a sympathetic interest in children and child life, will find no trouble in providing social interests and experiences.

We must also humanize our curriculum. Advertisers and salesmen have long recognized the value of adding human interest to the goods they sell. High-school teachers are beginning to realize this potent force. In this age of medians, norms, standards, correlations, and quotients, I sometimes wonder if we are not obscuring some very important human elements. When considering I.Q.'s and E.Q.'s perhaps we should also consider some H.Q.'s (Human, Honor,

Home Quotients), or S.Q.'s (Social, Service, Sympathy Quotients), or M.Q.'s (Moral, Manhood, Manual Quotients), or W.Q.'s (Will-power, Womanhood, Work Quotients), etc. It may be possible that some of our high I.Q.'s with low H.Q.'s will occupy our prisons, while some of the low I.Q.'s with high M.Q.'s or S.Q.'s will become lasting beneficiaries to society and to posterity. What a change will occur when we all lift the word "sacred" from before the word curriculum and place it before the word youth! When high-school principals and teachers sit as brothers, sisters, mothers, or fathers with students, counselling over life problems, social everyone, as the burning issue, then the curriculum will become a living means to an end,—a vital assistant to human endeavor.

I have attempted to emphasize the proposition that the high school should seek to co-ordinate the activities of all socializing agencies in the community and that until the public demands it, and is willing to outline and pay for an enlarged social program for the high schools, we should not assume further control of outside social activities. I have emphasized also the importance of the responsibility of the high school to utilize all phases of high-school life, including extra-curricular activities, to the end that students may appreciate those things which lead to the fullest life in our democratic society.

PRINCIPAL JOHN RUF, OF LUTHER L. WRIGHT HIGH SCHOOL, IRONWOOD, MICHIGAN, read the following paper:

HOW TO RETAIN GOOD TEACHERS

PRINCIPAL JOHN RUF, LUTHER L. WRIGHT HIGH SCHOOL,
IRONWOOD, MICHIGAN

The retention of good teachers is recognized as a vital problem. It is so serious that the efficient administrator cannot afford to neglect its solution. In dealing with this problem, it will be profitable to give chief consideration to those phases of its solution which can actually be applied by a high-school principal.

What are some of the inducements that a principal can offer to his teachers that will make them desire to remain in a given community?

First. Pleasant social and living conditions should be provided. Instead of expecting teachers to shift for themselves in this matter, the principal will do everything in his power to make sure that his

teachers are pleasantly situated so far as living quarters are concerned and that at least some social life is provided for them. In entirely too many school systems little or no attention is paid to this. The teachers arrive a few hours before the beginning of the fall session. They hurriedly search for suitable rooms and frequently have to change their quarters several times before they are really comfortable. Their social life, also, is neglected, and too often they entirely fail to become adjusted to the life of the community and conclude that the town itself is unfriendly. Their school work is hampered by their discomfort. Their general value to the community is decreased by their discontent. It is not strange that they seize the first opportunity to leave their positions and go in search for what they hope will be a friendlier town.

The resourceful principal can at least relieve this situation. He can secure first-hand information regarding living accommodations and furnish this to his teachers. Students who are courteous and obliging and well acquainted in the town can give valuable assistance in getting a teacher located quickly. By means of various social functions, a principal can promote social life among his teachers, and through the co-operation of organizations, town clubs, etc., he can give them the opportunity of becoming acquainted with the townspeople. These efforts to provide for the comfort and social life of teachers may appear insignificant, but they, nevertheless, are a real factor in increasing their tenure.

Second. Salaries must be adequate. It is unnecessary to dwell on this particular point. It is regrettable that many principals have so little power to secure financial reward for those who have given valuable service. Certainly it is obvious that good teachers will not willingly remain in a system unless the salaries paid are adequate for expenses, professional growth, and savings.

Third. Leadership must be stimulating. The good teacher prizes such leadership. Naturally, he desires to realize all of his possibilities as a teacher. It must be remembered that the first responsibility of a principal is to assist in the improvement of his teachers. If a principal is to do this, he must have sympathy, tact, courage, fairmindedness, and good judgment. He should be anxious to give help and able to do it. In addition, he should be qualified to give competent supervision, for supervision of the right kind is the most valuable means of improving teachers in service. The principal

who possesses these requisites to professional leadership, and in addition knows thoroughly his business as a school administrator, has a powerful hold upon those teachers who desire professional growth. It is unreasonable to expect a principal to become an expert in every field. For him to do so is plainly an impossibility. But it is not unreasonable to expect a principal to be a competent teacher in at least one field. He will find that this will greatly increase his prestige among his teachers. In addition to having expert knowledge in at least one department, he should have enough general knowledge of the other work being done so that he can unerringly distinguish between satisfactory and unsatisfactory work. He should be familiar with the work being done in the progressive schools of the country. He should know what acknowledged leaders in various lines of school work are thinking. In no other way can a principal hope to furnish stimulating leadership to his teachers.

The principal who studies his progressive teachers will find that they are quick to resent false or incompetent leadership. They are equally quick to recognize leadership that actually leads them in the right direction professionally.

The educational administrator who is confronted with the problem of retaining his good teachers should give a good deal of thought to this phase of the solution, for this is the part that depends entirely upon him. If a principal respects the personality of his co-workers, if he leaves them free from hampering restrictions and really furnishes them professional leadership that stimulates their growth and commands their respect, he will find them reluctant, indeed, to leave the service of the school.

Fourth. Working conditions must be favorable. Conditions under which teachers work have a direct relation to their tenure of office. Those who have pride in their teaching ability appreciate the chance to devote the major part of their attention to actual class work. To this end, disciplinary problems should be reduced to a minimum. Needless confusion that wears and worries should be eliminated. It is not difficult for a teacher to choose between a school where confusion and disorder prevail and the well-governed school where businesslike industry is the order of the day. Of course, every teacher must share in the disciplinary work of the school. In this work they have a right to sympathetic, judicious support. Final responsibility for discipline rests with the principal.

however. He must govern his school so that his teachers can be more than mere policemen.

Adequate facilities and equipment in library and laboratory contribute much to the satisfaction a teacher derives from his work. While a principal cannot always provide these, he must constantly urge their importance to the superintendent and the board of education.

It is generally within a principal's power to protect his teachers from an excessive amount of red tape. Records and reports are necessary in a well-ordered school, but they should be as simple in form as possible. They are a means, not an end, and good teachers resent being forced to spend an undue amount of time on them. A few minutes each day for this kind of work ought to be sufficient.

A reasonable teaching program means much to the conscientious teacher. The number of classes, the pupil teacher load, the number of preparations required, the arrangement of the teacher's program, are all matters of importance. They affect a teacher's efficiency so directly that the principal who wants to retain the members of his force will do his best to adjust these matters on what is recognized as a reasonable basis. In addition, he will remember that the most important work of the school is done in the classroom and he will guard it from needless or unwarranted interruptions by other phases of school activity.

Fifth. Merit must be recognized. The principal who wants to retain his teachers is very careful to recognize merit in their work. One of the most disheartening experiences a teacher can have is to put her very soul into her work, to make faithful preparation, to give loyal, efficient service, only to receive no recognition whatever for it. This occurs in far too many school systems. Two reasons may be given for this. In some cases principals have the mistaken idea that because of their position they are entitled to all the credit the school receives. They do not hesitate to put themselves forward as being responsible for everything that is well done in the schools.

In other cases a principal fails to give credit to his teachers because he is deeply engrossed with his own perplexing problems. He permits himself to be kept so busy in his work of improving what is badly done that he has little or no time to even notice work that is well done. Unfortunately, it is true that a great many principals apparently give little thought or attention to those teachers who do

their work extremely well. It is not that these principals are unappreciative or indifferent. Instead, they are thoughtless or they are buried under the details of their own work.

The efficient high-school administrator does not make that error. He realizes that frequently the most valuable reward he can give a deserving teacher is in the form of recognition for merit shown.

The nature of his work requires that he devote attention to teachers who are not getting results. Those who, through inexperience or inaptitude, are in need of assistance require much of his attention. This does not justify the neglect of the good teacher. As a matter of justice, quite as much as a matter of sound school administration, the principal should make sure that credit is given wherever it is due. He should always be on the lookout for work that deserves commendation, and when he finds it, he should be glad to acknowledge it. For work well done, a principal can always afford to give generous credit. A well-conducted recitation, an efficiently supervised study hall, a tactful bit of disciplinary work, a suggested solution for a school problem—these are but examples of meritorious work that deserves praise. This praise must not be extravagant. It must be sincere. It must be given with nice discrimination, for, overdone, it is often fatal.

The discerning principal who persistently looks for good work, and is willing to subordinate his own interests by giving credit for it to his teachers, not only increases the value of the teachers by encouraging further efforts on their part. He also increases the likelihood of their remaining in the system.

MR. R. W. WARD, PRINCIPAL OF THE HIGH SCHOOL AT MT. CLEMENS, MICHIGAN, read a paper entitled *Financing Student Activities*.

FINANCING STUDENT ACTIVITIES

PRINCIPAL R. W. WARD, HIGH SCHOOL, MT. CLEMENS, MICHIGAN

In a fifteen-minute discussion of the topic announced we must confine ourselves to that phase of the subject which has to do with raising money among the students themselves. What is to be said is not intended to relate to money furnished by the board of education. Nor is it intended to offer suggestions, the application of which would conflict with any plan you are now using to get financial sup-

port for student activities from the general public. We should further understand that the term "board of control," as used in this discussion, is a term designating a group whose duties bear no relation to disciplinary problems of the school. Our subject, then, is limited to the organization of the student body for the purpose of conducting and financing activities in so far as the students themselves are concerned.

In the formation and execution of the plan that we are about to consider there have been certain well-defined objectives. The most important of these are:

1. To enable the principal systematically to direct student affairs.
2. To distribute responsibility for such work among faculty members.
3. To bring each individual student's contribution to student affairs under close supervision.
4. To secure sufficient money to promote any worthy student enterprise.
5. To establish business methods in the handling of this money.

The plan is based on the presumption that every high school has a pupil-teacher ratio of about thirty. With this as a starting point, the plan to be presented could be adapted to large or small schools with equally gratifying results.

The pupil-teacher ratio is important, since the entire student body is divided into groups; each group being placed under the supervision of one faculty member with a chief supervisor for the number of groups comprising each class. In a typical small high school there are at present six freshman, four sophomore, one junior, and one senior group. These groups meet regularly on Friday of each week during a thirty-minute period that is used for assembly program and music work on other days. At the beginning of the school year each group elects one of its members to its class executive committee. This class executive committee working under the supervision of the chief class adviser is the legislative and the executive body of the class. This committee in turn elects one of its members to represent the class on a board of control of student activities.

In addition to these four class representatives, the board of control consists of a student manager, a treasurer, a girls' representative, with the superintendent and the high-school principal as mem-

bers ex-officio. This board meets at the call of the principal and takes action on all student affairs which he desires to submit to it.

This board of control directs the student body in all of its activities; it has nothing to do with the discipline of the school directly; the students understand that all things they desire to do must be submitted to this board; and the board members keenly feel their responsibility to students and school. The phases of school activity under the direction of the board would vary with each school. During the two years that the plan has been in successful operation with us, the following activities have been directed by the board:

1. Football, basketball, track, baseball.
2. Debating, oratorical, and declamatory contests.
3. Contests in typewriting and stenography.
4. High school publications, weekly and annual.
5. Music—Annual opera,
Orchestra.
6. Social affairs—monthly party, class and group affairs.
7. Honor banquet.
8. Entertainment course.
9. Scholarship contests among groups.
10. Selection of student help for the public.

It has been necessary thus to present the organization of our student activities that we might understand the plan of financing them. The group of about thirty students which has been mentioned is the basis of our financial program. In each of these groups, two group representatives are elected who take charge of weekly collections into which each student pays ten cents. These collections are taken at the Friday meeting of the group. After two such payments have been made at the beginning of the year, the student is awarded an arm band. This he may retain as long as he keeps up his weekly payments. This arm band entitles him to free admission to all events which are given by the student body at large, including football, basketball, all athletic contests, debates, and annual opera. As each student pays his weekly contribution to the student activities fund, he is given a copy of the school paper which is published by the students.

After the collection has been made, one of the representatives checks up with the teacher in charge of group and then takes the money to the student treasurer in the commercial department, who

issues a receipt. After all money is received, an instructor in the commercial department checks up the total amount, after which it is deposited by the student treasurer in the local bank.

This money constitutes a high-school fund that is used for any student activity which seems worthy of financial support. The money is spent by check which is issued by the student treasurer upon receipt of a requisition from the principal. The principal is thus enabled properly to finance some activities which might not be self-supporting, such as commercial contests and public-speaking events. The principal should issue these requisitions in accord with a budget framed in conference with directors of various activities at the beginning of the year. Various needs should be listed and a pro rata assignment of funds made.

You should understand that we make contribution to this fund purely voluntary. We aim to give students enough value for their money so that payments will be kept up. During two years over ninety per cent of our students have kept up payments regularly. I might tell you that in the fall of 1920 it was necessary for us to borrow \$200 from the board of education for foot ball equipment. During that year we took in \$687.70 from students. During last year our receipts were \$803.60. Not only have we paid our debts, but now have over \$500 in the treasury. At the present time ninety-six per cent of our students are making regular contributions to the fund. Total collections from students during the past five months total over \$678.

The plan of handling finances through our commercial department has been extended to all money paid or collected by high school students in any class or fund. Over \$4,800 has been handled during five months of this school year. The department carries separate accounts and issues monthly statements in triplicate: one copy goes to the principal, one to the instructor in charge, and one on file. This money is all spent by check on receipt of requisition from instructor in charge.

The plan of organizing our student body into groups has been utilized in various ways. The group adviser becomes an educational guidance director for the members of the group. Contests in scholarship are carried on between groups, over five-week periods. The ten students scoring highest are given complimentary invitations to the

annual honor banquet. We use the groups for contests in ticket selling; our senior group recently won in a campaign which netted over \$600 for a lecture course. The members of this winning group are to be awarded inscribed copies of the high-school annual.

In conclusion, may I state that the plan which has been discussed has afforded the principal an opportunity to carry our plans of giving balance to student affairs that otherwise would have been impossible. By careful direction of faculty members, who are group advisers, it has been possible to create a personal touch with students in their participation in student's affairs that has done much good. The activities of students in matters affecting the welfare of the school are never without direction and yet the direction is not burdensome to any one individual. All suspicion arising in the handling of student funds has been eliminated and financial affairs have been put where they may be easily scrutinized by the principal.

MR. C. B. ULERY, HIGH-SCHOOL SUPERVISOR FOR OHIO, read his paper, *The Curriculum and Daily Schedule*.

THE CURRICULUM AND DAILY SCHEDULE

MR. C. B. ULERY, HIGH-SCHOOL SUPERVISOR FOR OHIO

Introductory Note: The following treatment of curriculum has been made so exhaustive for the limited time allotted, that it becomes impossible to consider the daily schedule as a separate topic herein. The matters of curriculum and daily schedule, however, are so dependent upon each other and so interwoven in school organization that the following may be said in some measure to cover both items.

The matter of curriculum is of first importance in secondary-school organization. Unfortunately, however, there was until recent years, very little scientific consideration of curriculum-making. Excellent buildings have been erected, teachers have been trained, much equipment has been provided, and yet we have not carefully determined what should be taught in our schools. Bobbitt says, "We have aimed at a vague culture, and ill-defined discipline, a nebulous harmonious development of the individual, an indefinite moral character-building, an unparticularized social efficiency, or, often even nothing more than escape from a life of work." But this indefinite program cannot continue. We are living in an age that demands exactness, an age that demands results. If the public school is to function properly, it must serve definite needs of modern society. Let us now

consider some of the fundamental principals entering into the make-up of the modern curriculum.

I. *Objectives.*—In the promotion of any project in the commercial world it is necessary that the nature of the product be considered. Factories are built, and machinery installed for the manufacture of definite pieces of merchandise. This policy is necessary in the industrial world. It is just as important that the product of the public school be considered in determining procedure and organization. Some one has said that "The characteristics and abilities which should be possessed by men and women of the adult world are the things to be developed through the processes of education." Some of these characteristics and abilities are obtained through experiences outside of school, others are obtained only through experiences in school. The course of study should be so arranged as to supply the variety of experiences needed. Every subject in the school curriculum should be taught with certain definite objectives in view.

There have been many worthy efforts to enumerate fundamental educational objectives. Dr. David Snedden mentions the three possible aims of education as "vocational efficiency, civic capacity, and personal culture." The N. E. A. Committee on the Reorganization of Secondary Education submits a list of seven objectives: Health, command of fundamental processes, worthy home membership, vocations, citizenship, worthy use of leisure time, ethical character. The Ohio High-School Standards compiled by Walton B. Bliss, Assistant Director of Education, emphasizes six tenable objectives: Health, vocations, home, citizenship, leisure, character.

II. *Individual Differences.*—It should be kept in mind that individual pupils differ in capacity to learn. Some pupils can master certain subjects with much less difficulty than other pupils can. This fact has often been ignored in the past. A course of study arranged for the "mythical" average pupil does not properly serve many of his classmates. Individuals are unlike in capacities, needs, and interests. While some pupils are so talented that they can carry a large program of studies with ease, others have considerable difficulty in meeting minimum requirements. Some pupils have special talents for music, drawing, mathematics, foreign language, others do not. It is the task of the school to furnish such opportunities that all pupils may develop themselves to the fullest extent commensurate

with their original endowment. Then and only then will the school assume its full responsibility. The curriculum should, therefore, be so differentiated as to include such a variety of offerings that different pupils may be served according to their various aptitudes, capacities, and needs.

III. *Electives and Requirements.*—Irrespective of the differences heretofore mentioned, it is of paramount importance that all normal pupils be given an educational equipment for a fair start in life. There are doubtless a few subjects that should be prescribed for all pupils, but it is inconceivable that a rigid curriculum could serve Ohio's 175,000 high-school pupils. In fact, a large percentage of the offerings in high schools contribute but little in the way of general education to all. The value to a pupil of any subject in the curriculum depends upon the degree that subject will function in his later life. In this state we ask that all high schools offer as constants two units of English, two units of social studies, one of which shall be American history and civics and one unit of natural science. Since all pupils will have need of the English language as a common tool for the transmission of thought, and since all pupils should receive proper training for citizenship in the United States, and since a study of science will awaken a consciousness of fact and principle in relation to problem, it has been thought best to give these subjects primary consideration in the Ohio Standards.

IV. *Relative Value of Offerings.*—Today we often find in our schools the remnants of ancient defective standards in conflict with modern scientific arrangement of curriculum. It may be granted that health, vocation, home, proper employment of leisure time, citizenship, and character are valuable objectives of education, but we are still confronted with the problem of determining the relative value of various subjects in relation to these objectives. A subject merits place in the curriculum when it serves the definite needs of a goodly number of pupils and when its inclusion does not necessitate the omission of some other offering which would serve greater needs of more pupils. Let us now discuss from the standpoint of relative values some of the various fields of learning:

(a) *English.* This subject is undoubtedly one of the most valuable offerings of the secondary-school curriculum. Since the English language is our universal medium for the transmission of thought, no argument is needed to justify this statement. Our pupils

should acquire the best command of language possible. They should furthermore receive a consciousness of the rich ethical values found in literature.

(b) *Social Studies*. Professor L. C. Marshall indicates the purposes of social studies are "to give our youth an awareness of what it means to live together in organized society, an appreciation of how we do live together and an understanding of the conditions precedent to living together well." History probably contributes most to these purposes, but it is certain that civics, political science, economics, sociology, and occupations meet growing needs at the present time.

(c) *The Natural Sciences*. It is somewhat difficult to distinguish between the relative values of the various subjects that make up the natural science group. It must be admitted that natural science is a valuable field for instruction. The difficulty in the past, probably, has been that high-school science courses have been too largely organized into separate divisions in which the material has been furnished by specialists in particular fields. It is, therefore, difficult to find genuine justification for the universal requirement of some offerings. This is particularly true of physics. We may well inquire of what value this subject is to boys and girls of limited capacities, to boys heading towards non-science vocations or of what value is it to ordinary girls. We may well inquire whether some other subject might not serve a larger group in a better way.

(d) *Mathematics*. There is undoubtedly a certain amount of mathematical knowledge which is useful and necessary in every-day life. The mathematics that should be included in the curriculum may be determined by what men and women need in general affairs. This need is not for ability to solve difficult mathematical problems, but for ability to think accurately and quantitatively in one's affairs. It has been recently suggested that applied arithmetic would supply sufficient mathematical content except for those who expect to enter certain vocations. It is doubtful whether algebra and geometry in their present form function to any great extent in the life of the average individual. The belief that these subjects were of peculiar value for general mental discipline or were of peculiar cultural value is undermined by recent psychological findings. It is not the intention herein to urge that any pupils who desire to elect mathematics

be restrained from doing so, but it is the intention to urge that algebra and geometry be offered only on a purely elective basis.

(e) *Foreign Language.* The study of foreign language in secondary schools is probably also due to tradition and habit rather than to any particular value these subjects may have in the way of contributing to the various general objectives of education. This statement applies to both living and dead languages. We must admit that the study of Latin does not produce a magic mental discipline. We must admit that a knowledge of Latin is not necessary for a mastery of correct English. We must further admit that a study of modern human experience is needed more than a study of ancient human experience.

(f) *Vocational Studies.* Within recent years there has been a tremendous inclusion of vocational subjects in the secondary-school curriculum. This inclusion is partially the result of the public demand for a practical school product. Vocational education should bring about a realization that it is right, honorable, necessary and desirable to work. Colvin says the "trend is toward an education that is practical, but at the same time cultural and disciplinary."

(g) *Avocational Studies.* The development of the whole child demands contact through the public school with certain avocational studies which will tend to prepare him for larger contributions to social life. There is no valid reason why several of these subjects should not be given prominent place in the modern curriculum.

V. *Curriculum Defined.*—Obviously a curriculum is more than a mere statement or outline involving books and pages. Its careful arrangement demands consideration of the following points:

(a) A determination of general objectives.

(b) A determination of specific objectives which will recognize individual differences and serve definite groups of pupils.

(c) Electives and requirements.

(d) An "open-minded" study of the relative value of the various fields of learning and the various subjects therein.

(e) The possibility of arranging a daily schedule which will provide the fundamental and necessary experiences necessary for pupil development.

LARGE HIGH-SCHOOL CONFERENCE

The conference of those interested in large high schools was under the leadership of Principal Ray H. Bracewell, High School, Burlington, Iowa.

The first paper was presented by Mr. Milo H. Stuart, Principal of Arsenal Technical High School, Indianapolis, Indiana. The address was entitled *An Experiment in Teaching Patriotism*.

AN EXPERIMENT IN TEACHING PATRIOTISM

PRINCIPAL MILO H. STUART, ARSENAL TECHNICAL HIGH SCHOOL,
INDIANAPOLIS, INDIANA

The war made loyal Americans feverishly eager to have patriotism taught more definitely in the public schools. But how is it to be done?

On all sides we get the request to teach the oath of allegiance, the Speech of Gettysburg, the meaning of the flag, the national songs. These things can not be done too soon nor too thoroughly. Few people in a Christian community can remember when they did not know the twenty-third psalm. It is a part of life. The words come without calling. It should be just that way with a few great classics of patriotism. The oath of allegiance, the Speech of Gettysburg, the Star Spangled Banner, America, should be thoroughly ingrained in the fiber of every American child—all this with a goodly amount of national history taught by loyal teachers. But even then there is disappointment ahead, if this is all. There is no passage of Scripture so wonderful, no classic of patriotism so rare but that it may be recited glibly by a villain. The thing which needs to be added to this theory is action, repeated action, until our boys and girls are trained in habits of civic helpfulness. Dorcas, you will remember, was full of good deeds *which she did*. A person who *does* the good he plans is the one worth raising again to light.

We have four years in the high school in which to train boys and girls to be helpful American citizens. It is our business to find this balance of theory and practice which makes up perfect training, so that when they go out, they will not only have ideals, but will know how to work with people to achieve these standards.

To find an angle of approach we looked about us to see what kind of training our city could use best in its citizens. Our city has,

of course, a mayor, councilmen, policemen, various official boards. It also has its churches, its chamber of commerce, its public press, its civic betterment leagues, its councils of women, its thousand and one voluntary, unofficial organizations of citizens who *care*. The harder these latter work, the less the mayor and his assistants have to do in the way of regulation and restraint. In an ideal city, state or nation the hand of authority should be felt very little, the voluntary civic organizations setting a much higher standard than mere laws.' All the time, however, authority is not supplanted. It is strongly upheld and reinforced.

We take it then, that but few, at least, of our boys and girls will be officials. We need not bother ourselves about training for governors and legislators. But every one in our charge ought to be ready to become one of those unofficial, voluntary group workers, who are the safeguards of a community.

The goal, therefore, is to develop all those voluntary group activities which correspond to the best of those civic organizations which set standards, carry on reforms, effect real changes in morals and manners. If we can do this, we shall develop exactly the kind of civic habits every community needs, for never fear but that a boy who can devise means to make a reform popular among his high-school fellows will know how to win his associates to right doing later on.

Starting, then, with the notion that boys and girls on entering high school are coming into a new country in which they are to live four years, we take the first year especially to prepare for this community life. The department of social science has worked out a year course in civics, open only to beginners. It is not compulsory with them, but is open to all. The range of subjects for beginners is so planned that those who select their subjects without a fixed purpose must of necessity select this course. The subject matter being new and growing out of the combined efforts of a specially selected group of teachers, a very large proportion of the beginning students voluntarily elect the course. The full time of seven teachers is now occupied in teaching it to approximately 1,000 first-year students.

The school is regarded as a junior state in which each one must do his part as a citizen. The pupil is taught every written rule and, as far as possible, the unwritten traditions of the school. Real in-

terest attaches to this acquaintance with the laws of the country he has entered.

They learn the part the upperclassmen play in the management of the school. A case in point is the method of caring for traffic. Our campus consists of seventy-six acres. There are eleven buildings and over forty-five hundred pupils. Some time back when our school began to be big enough to need a code of traffic laws, the case was presented to the school. The senior class volunteered to take the matter in charge and have been doing so ever since.

This and many similar things the beginners learn while studying the rules and regulations of the school. It all has the effect of making them feel that they are entering a big, new community in which later on they may become the moving factors.

Right straight through one semester of very full work the study of group activities is carried on with beginners. From our school with its civic problems, the course broadens into a study of community methods of co-operation and closes with a study of the Declaration of Independence and the Constitution of the United States as sample documents of group organization.

In the second semester of this year course in civics is presented a study of occupations, on the one hand, and of our own program of studies on the other. It is a view of the opportunities to serve in some definite capacity and of the amount and kind of training required in each occupation. To be a good citizen one must not only possess civic ideals and the technique of group life, but he must at the same time be anchored to some one of the essential occupations of the community, thereby giving him independence to shield him against graft and devotion to the cause of common good, which it is his privilege to share. The realtors tell us that a man is a better citizen who owns his own home. Likewise, we believe that a man's devotion to the welfare of his country is magnified many fold by the consciousness in his own breast that he has mastered one of our basic occupations.

At the beginning of the nineteenth century there were but two hundred occupations. Today, according to the Bureau of Census, there are ten thousand. These occupations, according to this Bureau, are divided into nine major divisions: agriculture, extraction of minerals, professional service, public service, transportation, manufacture and mechanical industries, trade, clerical service, domestic and

personal service. To each occupational division approximately ten lessons on daily lesson sheets are presented. Each lesson sheet is prepared by the department in our school which best represents the occupation in question. In each occupation the following aspects are emphasized: Various phases of the occupation, together with the range of work and the rewards incident thereto; the story of the development of the occupation with its new problems and opportunities; the story of some characters in the occupation whose work is noteworthy and of a special service.

These lesson sheets prepared by the teachers of agriculture, commerce, metal work, electrical construction, etc., are gathered together by a special group of civics teachers who present the message to the class with the proper civic setting. In the introduction attention is called to the distinctive privilege of an American child in conjunction with his parents to select his own occupation. Many important helps are introduced whereby each individual may study himself in relation to the occupation under discussion. The course closes with approximately two weeks devoted to the program of studies offered by the school in its relation to the occupational ambitions which may have been developed in the boys and girls during the semester. (In order that the work may be more direct and specific in its application, the boys and girls are grouped in separate classes.) Each one is expected to map out the remaining three years of his high-school course in the light of his future plans.

Vocational vision, with tentative vocational choice, is the goal.

It is interesting to see how the welfare spirit growing out of group activities and vocational vision will assert itself on all occasions. Over a year ago some complaints came in from a few of our parents that some of our pupils were disorderly on street cars. One of the advanced classes took over the problem. They enlisted the help of a class in advertising and one in salesmanship. The class in advertising took it up as a business problem with the pupils on the street cars as agents of the school, or house who, according to reports, had failed to bring back good will to the firm. They issued their good will literature and put up their posters. The class in salesmanship undertook to sell the idea to the school; sent delegates to each room, and did an original piece of work presenting the case. The class which had originally taken it over appointed members to actually ride the cars and make sure that the results were satisfac-

tory. If any one was failing to live up to standard, he was spoken to, or he was written by the committee and, of course, if that failed, he was reported as a real offender against the spirit of the school. That has been over a year, and in that time just five pupils have been reported to the office.

When one sees how glad young people are to shoulder responsibility, the habit of giving it to them grows. Every football game becomes a project, not for the athletes alone, but for the conduct of the whole school. Always on the next school day after a game, all comments, good and bad, from all sources, are invited, and on the basis of all information received a bulletin is issued as to the success of our athletic undertaking *as a school*. This gives our various school groups a measure of attainment in their civic efforts.

One of the most commendable lines has been the work of the senior girls—co-operating with the Dean—in setting ideals for girls in the school. It is real training for a group of girls to set their standards and undertake to win more than two thousand other girls to accept them, especially when those standards extend to such details as complexion, eye-brows and dress. All this means that just before the seniors enter the outside world, they have intensified drill in community responsibility.

This outlines the experiment in teaching patriotism as tried in one high school, the emphasis in this case being placed on the formation of habits of unofficial, voluntary public service, the school itself being the sample community. It is all on the theory which Dr. David Dennis used to set forth, that the only way to make a good frog is to develop a big, strong tadpole. Perhaps we shall see that one reason we have partially failed in teaching patriotism is that we have been trying to make little frogs ahead of time. After all, the tadpole stage is the strategic period. As high-school men and women, we have charge of a large part of the citizenship of our country, through four years of the teens. We could not wish a greater opportunity for patriotic service.

MR. J. G. MASTERS, PRINCIPAL OF CENTRAL HIGH SCHOOL, OMAHA, NEBRASKA, read his paper on *Place of Social Affairs in the High School*.

PLACE OF SOCIAL AFFAIRS IN THE HIGH SCHOOL

PRINCIPAL J. G. MASTERS, CENTRAL HIGH SCHOOL,
OMAHA, NEBRASKA

One who has surveyed the field cannot make many dogmatic statements about the purely social affairs in the secondary school. A number of small high schools can doubtless say that certain social programs work well within their walls, while many large high schools can maintain the position that large high schools cannot undertake to sponsor purely social activities as a part of their round of duties. Exceptional schools have been able to organize and carry on social affairs to the satisfaction of a large number, if not to all concerned. However, when we face the whole problem for all of the secondary schools of America, it may be said that we are entering an almost unexplored field as regards uniformity of principles applied, and methods of organization and procedure.

Letters from some sixty or seventy secondary schools well distributed throughout the United States seem to indicate clearly that all of these schools do undertake to organize and sponsor all types and kinds of extra-curricular activities and these of an exceedingly wide variety and interest, but there is little unanimity or agreement as to place and plans for purely social organization.

At least ninety per cent say that the problem is a large one and, as far as I have been able to ascertain, no one claims a complete solution is at hand. Practically all maintain that there should never be more than a limited amount of social recreation. I am told by those well able to judge that life at our national capital is highly artificial, due in the main to the fact that social preferment, social stratification, and social ardor form the very substructure of endeavor outside of official life. I wonder if some of those in charge of American secondary schools do not have just a little fear that too much social activity may net us the same results.

A brief survey of high school social activities includes the following: Parties of many kinds, dancing, social games, amusement programs, movies, hikes, school picnics, scouting, camping, receptions, open house entertainments, stunt programs, musical programs, dinners, banquets, home room programs, mixers, program by big sisters and big brothers to freshmen, entertaining visiting teams, "Hi-Y" and student reserve social affairs, and camp fire girls' activ-

ities, all under the direct or indirect sponsorship of the high school with the possible exception of the last three named. It is seldom that any high school attempts more than a tenth or a third of the above-named affairs. As to the responsibility for the undertaking of purely social affairs on the part of the high school, there is a wide divergence of belief: "I am becoming convinced that purely social affairs have little or no place in the large modern high school. * * * I think some of us have taken a wholesale responsibility a bit too seriously," says one. "We purposely limit the social program for two reasons: 1. Because it seems, regardless of the number of social affairs put on in our high school, it does not in any manner reduce the number in the community among the high school 'set' and public opinion says that this side of our activity is already overdone. 2. Because it does add to the responsibility of the teachers who must sponsor the affair"?

"Personally I think it is the duty of the parents to look after the social affairs and that the number to be held in the high school should be kept to as small a number as possible." The above seems to represent the attitude of about two-fifths or possibly a half of the high schools, while the rest something like the following: "High schools should concern themselves with the purely social side of school life, but should limit the activity." "I have taken the stand for many years that the secondary school is primarily a social organization, using the word social in its broadest sense." "I feel certain in my own mind that we should not neglect entirely the social life of our pupils for social training is a valuable asset to any man or woman." "I believe we ought to do something to develop the social side of boys and girls in our high school."

Social events seem to be given in almost every case by some organization or activity already existing in the secondary school such as a class, a club, literary society, etc. In the larger number of schools social events are generally limited to one function per semester for those organizations permitted to have them. In a few schools one a year only is permitted, while in a very few a party or dance is permitted as often as once a month.

The majority of social functions are held in the afternoon and in several cases night functions are now being changed to afternoon. It seems that wherever possible these affairs are held in the high-school building itself. In some instances faculty members sponsor activities directly, but in a larger number of cases this work is done

by student officers of the organization, or those students elected or appointed to look after the matter, while the sponsors keep well in the background.

Considering now some of the social activities in detail it would be putting the case mildly indeed to say that dancing is the most interesting of all. "When I was principal at ———, I supervised all kinds of school dances, assisted by the different sponsors. To me it was anything but a pleasure, for there was invariably some couple or individual that had to be disciplined before the social hour was over," says one principal. "I am convinced now, however, that this (social training) can be done better by using other activities than dancing. My experience extending over a good many years leads me to the belief that only a small minority is greatly interested in dancing." This principal, with several other principals, states that the same group of students is generally found dancing, no matter what unit gives the function. "The problem of proper dancing becomes acute in a city like ——— and it is sometimes necessary for individuals to be requested to modify their dancing or leave the hall." "As to the form of dancing—of course, we have 'been through it,' and who has not?" The quality of dancing in this school is maintained on a high plane by the director of physical training, by the mothers' club and, above all, by a desirable quality of music. "The most popular activity in our social life is dancing, and about twenty-five per cent of the school population is present at each dance." Many other schools frankly favor dancing, but say they have a good deal of trouble securing proper behavior. For those who may have undue trouble we recommend the following plan recently put into vogue by an eastern city: "Each senior who attended the dance was formally introduced. Before the dancing began, two gymnasium teachers demonstrated the proper way to dance. The pupils were then told that they were expected to dance in a similar way. Only pupils who are dancing are allowed on the main floor. All others must retire to the balcony. At the close of the dance, each pupil was required to shake hands with the chaperons." A far-western city has also adopted an ingenious, if not an ingenuous method of dealing with the situation. The sponsors are supplied with printed warning cards upon which a check may be placed opposite the standard violated and this handed the offender. The card reads as follows:

1. Correct posture
2. Correct dancing position

- (a) Leader's right hand just under shoulder blade
 - (b) Leader's left arm extended outward
 - (c) Girl's left hand on leader's right shoulder
3. No extreme steps
(Report to Miss _____ immediately).

In other high schools improper dancers are signalled or spoken to mildly at once, some after the dance is finished. A good many high schools report that dancing is carried on for months without anyone giving trouble. Only a few high schools have been able to provide good entertainment for those students who do not dance. One school gives a play while the dance is going on, another provides a movie. A Nebraska high school has met the problem in a good way by dividing the evening into four parts as follows: 8:00 to 9:00 program for all; 9:00 to 10:00 social hour of group games and all forms of mixing activities; 10:00 to 10:30 refreshments; 10:30 to 11:30 dancing for those who enjoy it.

Few schools have said anything of motion pictures. One principal declares his students are so sophisticated in the movies that anything that the school can put on is lacking in interest. Reception by groups of older students to freshmen boys and to freshmen girls are now common in many high schools and doubtless serve to develop an attitude of friendliness and helpfulness on the part of older students.

In time such activities may lead older students to give up such fun as "freshmen, park your kiddie cars in the southeast corner, first floor." A few banquets and dinners by different groups through the year are both pleasant and helpful and are to be desired if they can be made inexpensive. We ought to have a number of picnics, hikes, beef-steak fries, and many other out-of-doors events for the various units of the high school during a year. There are a number of other forms of social diversion which will fit the needs as they may arise in different types of schools.

In summing up the general problem of social activities in the high school the writer would like set forth the following:

1. By a wide and extended program of extra-curricular activities the larger number of social needs and qualities which we wish developed in our young people can be cared for. A lack of these activities for many students makes the social needs seem more imperative.

2. Each school will need to decide for itself the scope and kind of social effort to be undertaken. An activity valuable in one school may prove a positive harm in another.

3. Extended social activity should be sponsored in part by the parents unless the community wishes to employ and pay teachers specifically for this extra work.

4. The best excuse for social activities is the development of the backward student and the ones who have had small opportunity to participate in the refining influences of social contacts. Too many times some sort of social entertainment is organized upon the insistent demand of those students already well cultivated in the social graces.

5. It does not seem at all certain that a large program of social activities carried on under direction of the secondary school will insure the absence of the sporadic outside organization which often runs under little or no control. The writer does not see that the problem of control in such organizations is inherent in the high school itself. It belongs rather to the community, to the state, or to some more extended group control.

6. The writer believes that every activity of every kind sponsored by the high school must contribute always to the development of those finer attitudes and wholesome ideals, skills, and habits which we so much desire for American boys and girls.

DR. LUCY L. W. WILSON, PRINCIPAL OF SOUTH PHILADELPHIA HIGH SCHOOL FOR GIRLS, PHILADELPHIA, PENNSYLVANIA, read a paper, *Administration of the High School on the Platoon Plan*.

ADMINISTRATION OF THE HIGH SCHOOL ON THE PLATOON PLAN

PRINCIPAL, LUCY L. W. WILSON, SOUTH PHILADELPHIA HIGH
SCHOOL FOR GIRLS, PHILADELPHIA, PENNSYLVANIA

About a quarter of a century ago, in Bluffton, Indiana, a movement was started in the elementary schools which forever destroyed in the minds of thinking educators the idea that "every pupil is entitled to an individual seat and desk" and that "the teacher is entitled to the exclusive possession of a classroom." (1913 New York report on Part Time.) Incidentally, it was demonstrated that such an exclusive seat meant really two, three, and even four seats which would, therefore, often be unused. A more momentous discovery was the

fact that this more economical use of the school plant was a positive advantage to the children, giving them a longer school day, an enriched curriculum, socializing and democratizing their school life and making a positive contribution to their health, not only in making physical training under the direction of experts possible, but also by compelling frequent pupil movement from room to room.

The idea discovered in Bluffton, developed in Gary, has spread over a goodly portion of the United States under different names. It is variously called work-study-play platoon, duplicate school, alternating plan, divided group system, extended-day plan, companion-class plan. From the point of view of administration, the essential principle is that of the multiple use of equipment, or "the balanced load plan" of engineers.

The platoon system in elementary schools meant a fundamental change in their organization, departmentalizing much of the teaching, and introducing shops, laboratories, cooking and sewing rooms, playgrounds, auditorium, all functioning continuously. It has already successfully passed through its *trial* period. When a city like Detroit, within four years, establishes over half a hundred such schools, thus very materially reducing, if not quite obliterating, part time, then one feels impatient to read that in a certain city, not only are huge numbers on part time, but that children whose last name begin with S, T, and W, come home weary after standing in school for most of the day, it makes one wonder whether superintendents sufficiently realize that their job is primarily that of an educational engineer—with the emphasis on *engineer*.

Secondary schools, teaching adolescents, long ago began to enrich the curriculum and to socialize and democratize their school work. East of the Alleghenies, however, we have been very dilatory in the corollary of lengthening the school day. In the midst of more or less futile discussion of this imperative necessity, we were overtaken, like the rest of the country, and for similar reasons, with a sudden and enormous growth in the number of high-school students. New buildings went up fairly rapidly and many junior high schools were established. Nevertheless, there are now in the city that I know best, only three senior high schools large enough to accommodate students of the community which they serve in single sessions. Of the remaining eight schools, half have solved the problem by platoons and the other half by two independent sessions. These

last have been made possible by eliminating practically everything except actual recitations. In one case, at least, even the recitation periods have been reduced from forty-five to forty minutes. Obviously, since platooning is relatively easy in a high school, if this is a typical eastern city, as I think that it is, not more than half of our eastern secondary-school principals believe with Dewey that "school should be life itself," or, with Briggs in the social aims of education, "to do better the desirable things that they will do anyway—to reveal higher types of activity, and at the same time make them desired and to an extent possible."

It is perhaps worth while to consider for a moment what was done, in a western city, in the relatively much more difficult task of platooning elementary schools:

1. An hour was added to the school day.
2. As far as possible, the corps of teachers already in the school was retained. When it was necessary to select teachers of special qualifications outside the school, this was done.
3. Administrative details *in re* books and supplies, lockers, equipment of special rooms, program, relief teachers, were carefully planned by a department of the superintendency whose sole work was to reorganize schools.
4. Classes were established to train auditorium teachers, who were also paid an additional \$200 per year.
5. Results in tool subjects, obtained in platoon schools, and in regular schools, were measured and compared under the direction of the department of Educational Research.
6. The public was educated:
 - (a) Regular monthly school bulletins were sent to parents explaining the system.
 - (b) Special bulletins were sent out, and talks were given on the subject of churches, clubs, etc.
 - (c) Before a new school was organized, an open meeting was held with the parents in which the program was explained.

Small wonder under these conditions, that Detroit's platooned schools have successfully increased from two in 1918 to fifty-one in 1922.

High-school platooning is most easily done by making the assembly and luncheon period, each equal in time to a recitation period, to function during peak loads. In addition, massed classes in English, civics, history, science, and even beginning bookkeeping, one out of each of the weekly four or five periods may be made a positive advantage to the children as well as great help in balancing the load.

The following opportunities for effective mass teaching, in fundamental subjects, the result of practical experience in the South Philadelphia High School, are suggested:

ENGLISH

The massed class has given us:

1. Fine opportunity to develop a real conviction that it is worth while to speak English well, and also to develop by means of speech surveys a consciousness of what speaking good English means.

2. A new and, therefore, better chance to attack common errors and cheap slang because of the much more dramatic onslaught possible in a large room equipped with a stage and other auditorium facilities. Moreover, it is a more economical and spectacular method of giving the necessary drills. We find that our children come to us with the academic knowledge of what is wrong and what is right, but without good speech *habits*.

3. Contrary to our expectation, excellent soil in which to plant *form*, beginning with a single sentence. In spite of the numbers, often more than a hundred, it is possible in a single period to go round the class, securing from every child a sentence, carefully prepared at home. Each and every one of our seniors, in the same length of time, has been able to give a three-sentence theme.

4. The opportunity to initiate the propaganda which helps the children to carry over their increasing skill in using English into science, history, and other recitations. Of course, these teachers ought to demand this from their students without this push. But do they?

5. The opportunity to initiate and develop other propaganda: such as thrift and other campaigns, discussion and democratic preparation of groups for visiting the grammar schools carrying there the message (and proof!) of what the high school means.

6. Good audiences for more or less informal dramatics; for example, dramatizations of the books that they are reading.

CIVICS

The massed class:

1. Made it possible for us to get expert outsiders to discuss the requirements, advantages, disadvantages, and future opportunities, each of his own vocation.

2. May well be used for one of the four recitations the last term of the senior class in the discussion of the social problem, making it possible to get outside speakers, to hold open forum and to use the lantern.

3. Did not prove to be a good *milieu* for the discussion of current events. This was probably because our children, the majority foreigners, needed much more individual and careful guidance in this particular field than was possible in large groups. My own feeling is that when our new plan for teaching current history has functioned long enough, it will be well worth while to use the massed class with the older girls for this purpose, too.

SCIENCE

The massed class can not be used to advantage earlier than the second term. Here forestry, iron as a type of metals, and the topics connected with food and clothing offer opportunities for the use of the lantern. In the second year which, with us, spells household science, offers similar opportunities.

One of the strongest arguments in favor of platooning is not the fact that it liberates more rooms for classroom instruction, nor its greater economy, but the fact that in no other way is it possible for all the children in a large high school to come in contact with its relatively few really *Great Teachers*. The difficulty is that great teachers know, too, that they accomplish more with a smaller number. It is almost as impossible to convince them of the advantage of the massed class as it is to convince those who have not the personality to hold a large group. Almost, but not quite. The Great Teacher usually is genuinely dramatic. Break the ice, give her the opportunity, and the reaction of her audience will do the rest.

In conclusion, the most imperative need of public education is not better housing, but better teaching. If the school should be life itself, teaching the children to do better the desirable things that they will do anyway, revealing higher types of activities, and making them both desired and possible, as we said before, then, whether it is a necessity or not, our high schools ought to be platooned.

At the close of the round-table conferences, adjournment was made to the Rainbow Room, Hotel Winton, where Professor David Snedden, Teachers College, New York City, presented his paper, "*Case Group*" *Methods of Determining Flexibility of General Curricula in High Schools*.

"CASE GROUP" METHODS OF DETERMINING FLEX-
IBILITY OF GENERAL CURRICULA IN
HIGH SCHOOLS

PROFESSOR DAVID SNEDDEN, TEACHERS COLLEGE, NEW YORK CITY

I. TRANSITIONS IN CURRICULUM MAKING

The American high school, and especially the larger urban high school, serves many kinds of learners. To it come youth from poor, prosperous, and rich families; of inferior, average, and superior mental and other abilities; and with widely varied prospects in life.

Formerly, in the history of secondary education, it was customary and practicable largely to ignore these differences, just as similar differences are even yet ignored in teaching children from six to nine essential reading, handwriting, spelling, and number. In the days of Latin grammar school, as still largely in European schools, the curriculum, or at most the two curricula, were static things. Individual pupils adapted themselves to the curriculum or paid the deserved penalty of failure and disgrace.

Theoretically, of course, such a curriculum was originally somehow developed to the measure of the powers of typical learners—as are college admission requirements today. But, practically, the traditions of the particular fields of subject-matter—Latin or algebra, the history of literature, or the history of nations—controlled largely in the objectives and methods prescribed for pupils.

Secondary schools are now entering upon what is in effect a revolution in curriculum making. The Commission on the Reorganization of Secondary Education, as well as several individual writers, are seeking to restate the specific aims of secondary education otherwise than in terms of the mastery of organized bodies of subject matter. Instead of the aim "to learn Latin" they are trying, from one quarter of approach, to discover scientifically the useful ends, heretofore taken for granted, which the study of Latin serves; and from another, the needs of learners, cultural, civic, vocational, or physical, which can be directly ministered to by schools through any means whatever.

What are the valuable purposes to be served by our secondary-school offerings—valuable to the individuals educated and, through them, valuable to the societies, from family to nation, in which they

are to live and serve? That is the first key-question to the new curriculum making.

But there is another, no less important. What are the valuable purposes of this, that, or another kind and degree of specific education for individuals of specified native powers, environing conditions, and prospects? Greek is a valuable cultural study for some American youth—but only for some. For others it would be a wicked waste of time. Medicine is a valuable vocational objective for a selected few—but only for these few. The economic consequences of currency inflation is a valuable civic study for those of requisite ability and time—but not for others. Football or scouting may be valuable means of physical development for some and not for others.

Hence the very great need at present of finding means adequate to the discovery of educational values as determined not only by social needs, but also by the potential powers of students to minister to these needs. Education is expected to serve the ends of democracy; but it should no less be also democratic in its operations and incidence.

II. SOME UNDEMOCRATIC PRACTICES OF HIGH SCHOOLS

America's free system of high schools is a noteworthy achievement in one kind of democracy. High schools offer, usually, two, and sometimes three or four, kinds and grades of educational opportunity; and these are freely available to rich or poor of the requisite ability.

But in two other respects the traditional customs, controls, and practices of our high schools are, as the present writer evaluates socially efficient education, seriously short of being adequately democratic. First, they do not, through their courses, offer to or require of large proportions of their pupils the kinds and degrees of positive education that would enable these, as men and women, best to serve societies aspiring to more and better democracy in politics, in industry, in culture, in fellowship, and in sumptuary utilization. Second, from the standpoint of the personal powers, interests, and needs of certain kinds of pupils, the courses which they offer are no more educationally digestible than the biblical stones given to those who asked for bread.

It is needless now to dwell upon what, seen in retrospect, seems to have been for more than half a century the incredible stupidity

of high schools in requiring all of their pupils to study algebra and plane geometry and in permitting so many of them to befuddle their minds with a superficial "veneer learning" of one or more foreign languages. Neither is it pertinent to the purpose of this paper to extend current criticisms, usually well justified, of the illusory character of many commercial courses; the uninspiring appeals of our formally taught literature; the quantitative desiccation of our science instruction; the indeterminate effects of our meagre civic education; and the misplaced emphasis of much of our so-called physical training.

These would be old stories to most of the members of this Association. What you seek is light on proposed reconstructions. Some high-school principals and teachers seem ready, indeed, to be stampeded into new and untried policies. Without great care they will spill out the baby with the bath. Traditional high-school curricula, of all kinds, have probably been good—possibly very good—for *some* pupils, even though they have undoubtedly been very bad for others. Let us test all things and hold fast to that which is good.

III. THE POSTULATED UNIFORMITIES OF APPROVED HIGH-SCHOOL LEARNERS

The central curse and the anti-democracy of traditional education is, of course, its postulates of uniformity of individuals and of a static social inheritance. College admission authorities, who have done most to fix secondary-school standards, sought for abstract youths possessing a certain set of qualities. Textbook and course of study makers have, almost necessarily, done the same.

From time to time we have talked about "adaptation of education to the individual." But that must largely remain an administrative illusion. In any system of education, as in any system of politics, industry, worship, or transportation, certain conditions are pre-determined in advance of the coming of a given individual. He must accommodate himself to them—seats in cars, steps to buildings, doors, typography, size and shape of books, manners of his fellows. Some adaptations of *method* to individual conditions can, of course, be made in daily teaching. But corresponding adaptations of aims or objectives to individual needs are rarely practicable.

IV. CERTAIN THESES TAKEN FOR GRANTED

1. Since it is utterly impracticable to make curricula for individual secondary-school pupils and utterly unpedagogical to prescribe the same courses for all, the only practicable and helpful method is to offer, and, if necessary, to prescribe a plurality of curricula for determinable groups of a size consistent with economical school administration, and reasonably homogeneous in at least three respects—certain abilities, certain environing conditions, and certain prospects.

2. Differentiations of curricula heretofore made have rarely if ever, proceeded from systematic analyses of the conditioning qualities and prospects of learners. Rather have they been based upon either traditional or fortuitous considerations.

3. Systematic study of the school history and subsequent life history of several generations of secondary school will enable us to distinguish groups of considerable size and persistence, each of which is fairly homogeneous as to its optimum educational needs, and between any two of which optimum educational needs may be widely different.

V. THE SOCIAL "CASE GROUP"

The social sciences now universally center their studies in "social groups." These include the social groups familiar to common experience—family groups, neighborhood communities, cities, nations, congregations, workers' unions, learned societies, political parties, Islam, the white race, and the like.

But sociology recognizes the existence of "social group relations" under conditions less tangible and conscious. The "market" involves social interdependencies, even between a coffee producer in Brazil and a hotel guest in New York. Very "like-minded" persons constitute potential groupings even when they have never met, or have become conscious of interdependence.

For the purpose of studying educational values, it will, therefore, be convenient to employ the term "case group" to designate any considerable group of persons who in large degree resemble each other in the common possession of qualities significant to their school education. Such a group is relatively homogeneous rather than heterogeneous.

A certain large urban high school is entered each year by 800 first-year students. Two hundred of these are colored. Of these 200, one hundred are above the average of intelligence given by all adults in the area. Of these 100, fifty come from fairly cultured home surroundings.

Which of the qualities indicated are significant in the shaping of a curriculum most adapted to their needs? The fact that they are colored? Or that they are of super-average ability? Or that their home surroundings are also super-average? Do the facts given enable us to make any useful prognostications as to adult needs and responsibilities that should be prepared for in the period of secondary-school education? Can we so readjust our curriculum making that we can be guided by what we know almost certainly is ahead of these people, rather than by the "hindsight" which custom and tradition give?

VI. CASE GROUP DIAGNOSIS

Let us take 1,350 boys entering the large high schools of any American city and distribute them first into three groups—J, K, L,—of 450 each on the basis of some convenient measure of intelligence. Again distribute them into three groups of 450 each on the basis of some practicable measure of prosperity of parents, M, N, O. Combining these distributions we get nine classes or case groups, each fairly homogeneous as respects the two qualities measured.

Case Group JM consists of 150 boys whose good fortune it is to be of superior ability and superior favoring home environment—at least so far as income and possessions can contribute to that. Case Group LO consists of 150 boys at the opposite pole in both these respects.

Using past experience as our guide, what prognostications can we make regarding these two very unlike case groups? Of course, *absolute prediction* in all details of the subsequent history of given individuals in each group will not be undertaken—any more than it will in life insurance, business forecast, crop forecast, or otherwise where only principal variables can be grasped, leaving always some minor variable capable of acting unexpectedly.

But we can predict in terms of *probabilities* of more or less (measurable) reliability. For example, what proportions of most favored case group will probably leave school altogether by 16? Of

the least favored? What are the probabilities that any of this least favored case group will go to college or even graduate from high school?

VII. THE GOLD SPOON CASE GROUP

Henry Brown, in Cleveland, is the son of a prosperous American-born merchant. Henry's mother is ambitious. He easily obtains good grades in his studies. His I.Q. is much above the average. He is good in sports, socially popular, not seriously in love, and only 16 years of age. What are the probabilities that he will "drop out" of high school before graduation?

There are probably more than one hundred Henry Browns (substantially) in the high schools of Cleveland. What will probably be the "school mortality rate" of this case group during the next year?

VIII. THE WOODEN SPOON CASE GROUP

Johnny O'Brien is the son of an Irish-born fireman on the New York Central. The father gets fair wages, but has six children, an ailing, over-worked wife, and a still mortgaged home. Johnny, in the first year of high school, receives low marks. His I.Q. is in the low third of high school entrants. He is burly of body, eager for, rather than averse to, hard manual labor, and can see little good in high-school studies. His father is skeptical, too. What are the probabilities that Johnny O'Brien, three and one-half years hence, will be named in the list of graduates?

Probably there are at least one hundred near-equivalents of Johnny O'Brien in the high school entering class in Cleveland this year. What proportion of them will probably graduate? What proportion of them will probably complete two years' work along present lines and under present incentives?

IX. WHY DO BOYS LEAVE SCHOOL?

Why do pupils leave high school before graduation? To go to work? Because they dislike their studies? Because their parents think they are gaining little from their studies? Because of unhappy relations with teachers or other pupils?

Various investigations have tried to discover among the above *the* single or unique cause. Naturally, their findings have been in-

conclusive. Very seldom does a youth leave high school for one reason only. A combination of forces has been operative.

Why does a bullet, or a raindrop in high wind, describe a curved course? Why does the moon follow its resultant path? Two or more forces (let us call them) are operative. The directions and values of these can often be calculated in the case of material bodies. Eventually we shall approximately calculate them in psychological and social action.

It is known, for example, that George Ferguson is (a) of the low third in mental ability of pupils entering high school, (b) not very friendly towards teachers, (c) easily discouraged by abstract studies, (d) favorably disposed towards mechanical work, and from a large family in struggling financial circumstances. What are the probabilities that he will (a) enter college, (b) remain in high school to graduate, or (c) complete two years of high-school attendance? We may never be able to predict the future course of George as accurately as the engineer with his ballistic tables can calculate the trajectory of a shell. But is that any reason why we should make no calculations at all, and tacitly assume that he is like any other and all other high-school students?

X. TOWARDS CURRICULUM MAKING

In any large high school major case groups should, obviously, be studied, and defined from past experience. When reasonably persistent and significantly differentiated case groups can be diagnosed, then a scheme of educational objectives in order of urgency or probable worth for each should be arrayed. From these can then gradually be deduced desirable prescriptions, alternative electives, and optional electives.

It is not assumed that, until we have much more reliable knowledge than we yet possess, we should go farther than we now do in *prescribing* a given curriculum for a given pupil, Joseph Craig, for example. Joseph may have inferior intelligence and an inferior environment, but if his father insists on his being admitted to the classical curriculum we must for the present not refuse him. We can and should give our best advice, the results of our best predictions, of course. We know that for the last ten decades these Josephs have presently dropped from sight or been suspended. We shall continue thus to deal with mistaken parents who refuse our advice.

XI. SOME CAUTIONS

1. In comparing individuals as respects variable characteristics it is necessary to use with caution such words as "superior" and "inferior" or any others connotive of good and evil. Few of us would say that blue eyes or red hair are "superior" to other colors. A white skin is, of course, superior to a black in the minds of many. Athletic directors and employment agencies for certain kinds of labor think sharply and concretely in terms of superiorities and inferiorities in body, size, and build. Certain kinds of complexions and facial shapes are very "superior" in the view of young men a-courting.

Schoolmasters and college examiners naturally think in terms of certain well-defined forms of intellectual superiority and inferiority. That these are uniformly or even generally related to the qualities that make for "success in life" is not certain. Let us be careful that all differences noted and used for educational diagnosis and prognosis are kept free from academic and other "taints."

2. Let us not think that for pupils of less than some high ability in academic studies vocational studies are the only alternative. Many American high schools are now in process of corrupting their purposes and practices with spurious vocational studies—studies that are certain to prove gilded bricks for most of the pupils who give good time, energy, and financial resources for them.

America will presently have widely developed vocational education in hundreds of varieties—and under public support and control, too. But there will be found small place for more than a half dozen varieties in high-school buildings or under high-school faculties. Vocational education and liberal education of right kinds cannot be blended without corrupting both. America is still largely a land of shams in certain fields of education. We now have, in the sight of heaven, altogether too much sham foreign language teaching, sham civic education, and sham science instruction. It would be pathetic if, on top of that, we filled our big and little high schools up with "imitation" vocational education in mistaken sympathy for the mentally halt, the morally blind, or the academically apathetic.

At the Joint Meeting of Rural, Elementary and Secondary-School Principals with the Department of Superintendence in Public Auditorium, Mr. H. E. Winner read a paper that may be of interest to high-school principals.

THE PLACE AND VALUE OF EXTRA-CURRICULAR
ACTIVITIES IN THE HIGH SCHOOLH. E. WINNER, PRINCIPAL,
SOUTH HILLS HIGH SCHOOL, PITTSBURGH, PENNSYLVANIA

With the development of the modern high school, there have come many additions to the early curriculum as originally planned. These additions are the natural growth in educational procedure, and are the resultant of changed social conditions. In order that we may distinguish these more recent acquisitions we have chosen to speak of them as extra-curricular activities. The limits of this paper will not permit a complete enumeration of these activities, however an effort will be made to differentiate between those types of school exercises that are essential to right living in school and out, and other types whose educational value may be rightfully questioned.

As a fundamental, our high schools should be centers for training in leadership and service, not altogether for the future, but for the immediate present. It is only as young people live within school that they are able to live well without school.

Any type of activity, therefore, which affords an opportunity for development of essential qualities of leadership and service, would seem justifiable within the school. These activities are as varied as the individual differences of your pupils. Not all are interested in the same thing. If the high school is to serve the needs of youth, it must afford them an opportunity for participation in the work of the school. This participation must be not only in regular curricular channels, but also in extra-curricular lines.

Dr. McMurry, a few years ago in that admirable book of his on *Teaching How to Study*, struck a high note when he said teachers must talk less and pupils more. Extra-curricular activities give an opportunity for pupil expression.

Considerable progress has been made in redirecting the teaching procedure, but much remains to be done. Traditional teachers must be stirred to see that the recitation hour is the opportunity for developing right habits of work. Our high schools of the present are suffering from the failure upon part of pupils to feel that diligent, consistent habits of work are of real value. In a measure, the school

is responsible for this feeling by its failure properly to evaluate regular and extra-curricular activities. The introduction of extra-curricular activities may be so many, and so varied that the legitimate work of the school may be overlooked. This condition ought not to obtain, but a harmonious balance should be preserved.

Extra-curricular activities should come as a felt need rather than a definite program being presented to the student body by some over-zealous teacher or principal who has a great penchant for organization. The writer has had an opportunity to organize a new high school in a community where no high school was in close proximity before. During the past six years extra-curricular activities have been organized on the principle of a felt need. The result has been that in only one case has any club so organized been discontinued. As a corollary to every activity being the result of a felt need, no activity should be countenanced in any high school that does not have the approval of the administrative head of the school and to whose meetings a delegated faculty member, one in sympathy with the activity, shall not be present.

It is only by such a policy that the high school shall not openly be in the position of encouraging fraternities and sororities by passively permitting organization of exclusive social clubs, wherein the school's influence soon ceases to be felt. Many communities have had such unfavorable results from fraternities and sororities that state legislation has been necessary to hold them in check. It hardly seems necessary to argue that the high-school boy or girl should refrain from membership in a fraternity or sorority. Pennsylvania in its school code of 1911 wisely provided that boards of education in the larger districts might define what would constitute proper organizations within the school, and also provided the penalty of dismissal for teacher and pupil who became members of any organization inimical to the work of the school.

Among extra-curricular activities that will appeal to the entire school may be mentioned the school assembly. This is an excellent opportunity for the development of school spirit, and also affords an outlet for initiative upon part of smaller groups in that they may present matters of common interest to the student body. The assembly always is of greater value when it provides for student participation. The use of the school orchestra, choral clubs, and literary

clubs may thus be turned to good account in the general work of the school.

Another general activity that has been of great service in the Pittsburgh high schools has been the organization of junior civic clubs or boards of trade. These have been fashioned somewhat after the senior civic club of our city, which has been a most helpful organization for city betterment for many years. The organization within the schools provides for student participation. It may be of interest to note that in one high school this junior civic club conceived the idea that a better approach was needed from the street car stop to the summit of the hill where the high-school building was located.

They accordingly prepared their campaign, counted the steps in the stairway; counted the traffic morning and evening for day school pupils, as well as evening school pupils; prepared a petition to be signed by those concerned; arranged an interview with the city council through its president; selected a small committee and presented their request to the council, by whom they were complimented for the business-like way in which the matter was presented. Can there be any doubt of the value in training for citizenship in such a procedure? Surely, those young people will see the needs of their city more clearly as a result of such experiences. Then again, these junior civic clubs have visited adult boards of trade, and in some instances the officers of the junior organizations have been voted memberships in senior organizations. This can have but one result: better citizens in the future.

Of course, all extra-curricular activities require time for organization and direction. Anything of value must have time for its development. So important is this work deemed in the high schools of Pittsburgh that a special period or activity is provided in the daily schedule. This period may be used for assembly purposes when needed: for meeting of musical clubs, debate clubs, leaders' clubs, language and science clubs, meetings in interest of school athletics, school magazine, in fact, for all activities approved by the school. In providing thus a special period for such work, there is developed a finer co-operation between regular school work and extra-curricular work. Faculty members are more prone to appreciate real values by such an arrangement.

There is always one attendant danger, however, in that pupils may mistake a busy program of extra work as of greater value than the regular work of the school.

At this point regulation and guidance must ever be active. Pupils must ever understand that the proper balance must be maintained. Most schools regulate this problem by limiting the number of activities that may be carried on at one time to a major and a minor activity.

Reference has been made to the special or activity period provided for the high schools of Pittsburgh. This period not only conserves the features of extra-curricular activities, in providing a time and place for them, but also provides for full time for the regular work of the school. This is a distinct advantage in that the sale of tickets for athletics, concerts, class plays, meetings of clubs, student government groups, honor societies, etc., may be held without encroaching upon the time of regular instruction periods. This develops a spirit of co-operation within the entire school in all departments which makes for real progress. This special period of the school program also gives an opportunity for general and special group meetings, as during this special period pupils are established in their home room groups.

Pupils planning for college entrance may be brought together in order that matters of common interest and guidance may be presented. Deans of colleges may thereby have an opportunity to outline to prospective college students the demands of the college today; visiting delegations may be organized by students and the entire spirit of the group be greatly improved. This segregation may also permit smaller groups to be addressed by leading lawyers, engineers, doctors, ministers, teachers, business men, bankers, nurses—according to the need of the particular group. This type of extra work, while a phase of educational and vocational guidance, is too important not to have provision made for it in the daily schedule.

The home-room group, with a special period, has an opportunity for development of class leadership. Each home-room teacher has time for contact and conference with individual members. In our larger high schools where the numbers reach many hundreds, it is vitally essential that points of personal contact be established. This special period may thus readily be used for club purposes of all desired kinds. It may be used with excellent results upon certain days

of the week for discussion of ethical and moral outlines with direct applications. In fact, such a period becomes the clearing house for all regular and special activities in the school outside of the field of regular instruction. In all the activities of the special period hour, the largest degree of initiative and leadership should be granted pupils in order that a maximum of right habits of living be encouraged. Administrators and teachers must recognize that leadership and service can be found in high school boys and girls and this ability must have play.

There are times in the life of any high school when a large project, such as an exhibition of work, or a pageant presenting the work of the school, is to be given. Such events are of supreme importance in that they call for a united effort upon all departments. This movement gives expression to all lines of possible endeavor and produces a real problem of living. Excellent training in planning, business detail, construction of stage, scenery, lighting, costuming, advertising, and many other details afford plenty of educational material and have a value commensurate with any possible subject in the curriculum.

Too long has the greater share of the principal's time been consumed in trying to care for that lowest tenth of his pupil group. In many instances this lowest tenth has claimed at least half of his time and energy.

The establishment of honor societies whereby scholarship, character, service, and leadership are emphasized with that group to be found in the upper quartile provides an opportunity for an extra-curricular activity that promises great possibilities. The National Honor Society, sponsored by the National Association of Secondary-School Principals, deserves most serious consideration by every high school in the land. The high schools of Pittsburgh are rapidly adopting the National Honor Society as a part of their activities.

The extra types of work in the larger high schools have become so many that some schools have appointed a director of special activities. Such an officer as a co-ordinating agent may be valuable, but there is likely to develop a spirit of organization, simply for the sake of organization. It would seem wiser that the initiative of faculty members might best be utilized for this directive service and thus have developed only such phases of work as may come as a felt need.

Time does not permit further enumeration of essential and valuable extra-curricular activities, including those of a social nature. They will vary according to needs of the community and the desires of your student group.

In closing let me summarize briefly:

1. The business of the high school is to promote right habits of work and, in doing this, develop initiative and leadership.
2. Extra-curricular activities have a value and should have a definite place on the program of every secondary school.
3. The value of special work should be understood by all faculty members.
4. Extra activities should come as a felt need in the particular schools.
5. Students will need guidance in that the special work of the school be not made dominant.
6. Large projects in which the school is interested develops co-operation of all departments.
7. The initiative of individual teachers should be utilized rather than developing a complex type of over-organization.

FOURTH SESSION

The fourth session met in the Ball Room of Hotel Winton. The meeting was called to order at 2:20 p. m., Wednesday, February 28, 1923. Mr. Merle Prunty of Central High School, Tulsa, Oklahoma, read a paper entitled *Conforming the Curricula to the Cardinal Objectives of Secondary Education*.

CONFORMING THE CURRICULA TO THE CARDINAL OBJECTIVES OF SECONDARY EDUCATION

PRINCIPAL MERLE PRUNTY, CENTRAL HIGH SCHOOL,
TULSA, OKLAHOMA

The principal of a modern high school is entrusted with no more important responsibility than that of directing the organization of his high-school students' curricula in universal conformity with the cardinal objectives of secondary education: (1) health training, (2) command of fundamental processes, (3) leisure occupation, (4) worthy home membership, (5) vocation, (6) citizenship, (7) ethical character.

All of us no doubt have made sporadic efforts to conform curricula somewhat to these generally recognized high-school objectives by introducing an attractive elective into the course of study, by curricularizing a one-time extra-curricular activity, by eliminating a merely traditional specific requirement for graduation, or by instituting a so-called supervised study plan, home room, etc.

I assume, however, that the only type of curriculum conformation which we wish to discuss is that which is based upon a complete comprehension of the fundamental objectives of a modern high school, and that which injects itself into and enriches the curriculum of *every student*; first, through the reorganization of content material in the traditional subjects of study; second, through the introduction of entirely new types of experience in additional subjects of study; third, through the extension of the daily schedule of school procedure, providing within the school schedule for faculty leadership in directing student activity, both of the classroom and the so-called extra-curricular sort; and, fourth, through the maximum elimination of specific traditional requirements for graduation by substituting therefor educational guidance in choosing electives in accordance with major and minor group requirements and a range of electives which are in conformity both with the capabilities of the student and his aptitudes and interests. The harmonious and effective administration of such a plan of curriculum conformation presupposes in this discussion an intelligent acceptance of the cardinal objectives of secondary education, as set forth by Mr. Kingsley and his subcommittees on the part of superintendent, board of education, faculty, patrons, and students.

The principal is directly responsible for the acceptance of these recognized objectives. He must sell his policy of conformation to all concerned in its administration, and particularly must he focus the minds of his faculty members on these objectives. Fundamentally, the whole issue rests on the question of what and how shall we teach our students in the several class periods of each day for a period of eight semesters. We are obliged to teach them *something each period*, and it costs much the same to teach all subjects, even study hall supervision. Shall we, then, be content to expose the student to approximately thirty-two semester subjects reciting five days weekly, or shall we introduce into the curriculum of each student fifty to sixty conformed types of varying semester

experiences by the use of a six-period day and by the introduction of one, two, or three-hour courses in at least two of each day's periods?

In conforming student curricula the special U. S. bulletins prepared by the sub-committees on cardinal objectives in secondary education and distributed by the U. S. Bureau of Education, are of inestimable value to instructors, both of traditional subjects and the proposed new subjects, in the various departments of the high school.

In the brief time allotted to me, I can submit only the following introductions and changes in our high-school course of study, which are justifying themselves after five years of experimentation and consideration in the light of universally conformed and enriched curricula. It is well to remember that these introductions were made to a course of study already involving ten departments and offering a quality and scope of work which would require the time of one student for approximately fifteen years. The schedules which I have here show the operation of the above-mentioned course of study with its new additions. Time in no way permits any detailed discussion of the content of these new courses. I will add, however, that in each instance the detailed subject content has been developed under the leadership of faculty committees, who in turn have submitted their material to the departmental faculties and the faculty as a whole. Each year has seen some minor revisions both of the subject matter in use and the plan of scheduling the work.

TULSA CENTRAL HIGH SCHOOL

CURRICULUM EXTENSION

REQUIRED COMBINATION COURSES WITH PHYSICAL EDUCATION

For Girls—

Freshman year: Physical Education and Hygiene $2\frac{1}{2}$ —Music $2\frac{1}{2}$.

Sophomore year: Physical Education 2—Public Speaking 2—Art Appreciation 1.

Junior year: Physical Education $2\frac{1}{2}$ —Home Crafts $2\frac{1}{2}$.

Senior year: Physical Education $2\frac{1}{2}$ —Community Life $2\frac{1}{2}$.

For Boys—

Freshman year: Physical Education and Hygiene $2\frac{1}{2}$ —Woodwork, Mechanical Drawing, Forging, Sheet Metal, or Woodturning $2\frac{1}{2}$.

Sophomore year: Physical Education 2—Public Speaking 2—Art Appreciation 1.

Junior year: Physical Education and Hygiene $2\frac{1}{2}$ —Music $2\frac{1}{2}$ (Music Appreciation or Music Participation).

Senior year: Physical Education $2\frac{1}{2}$ —Community Life $2\frac{1}{2}$.

FOUR YEAR HOME ROOM COURSE

($\frac{1}{4}$ credit annually)

Freshman year: High-School Handbook—one day.

Current Events—one day.

Social Conventions, Parliamentary drill, consultation—one day.

General Assembly—one day.

Class Assembly—one day.

Sophomore year: Vocations for Boys and Girls—two days.

Social Conventions, consultation, Parliamentary drill—one day.

General assembly—one day.

Class assembly—one day.

Junior year: The World's Greatest Inventions and Discoveries—two days.

Social conventions, Parliamentary drill, and consultation—one day.

General assembly—one day.

Class assembly—one day.

Senior year: Makers of the World's Great Ideals—two days.

Social Conventions, Parliamentary drill, and consultation—one day.

General assembly—one day.

Class assembly—one day.

CLASS AND GENERAL ASSEMBLIES

Observance of special days—motivating through various departments and organizations.

DAILY SCHEDULE OF HOURS

First period—Home Room.....	8:25- 8:50
Second period	8:55-10:05
Third period	10:10-11:20
Fourth period—Lunch Periods.....	11:20- 1:10
Fifth period	1:10- 2:20
Sixth period	2:25- 3:35

REQUIREMENTS FOR GRADUATION

(thirty-six credits)

Specific Requirements: English—6 credits; American History—2 credits; Physical Education and Combination Courses—4 years—8 credits; Home Room—4 years—1 credit.

Required Electives: (6 credits); Science—2 credits (may be met by taking second year Domestic Science).

Group VI—2 credits. Two credits in Senior year which may be taken from the following: (1) Modern social problems, $\frac{1}{2}$ year. (2) Economics, $\frac{1}{2}$ year. (3) Commercial law, $\frac{1}{2}$ year. (4) Salesmanship, $\frac{1}{2}$ year. (5) Modern History, 1 year. (6) Psychology, $\frac{1}{2}$ year. (7) Latin American history, $\frac{1}{2}$ year. (8) Industrial chemistry, 1 year.

Elective Courses: The additional seventeen credits must be selected in compliance with the following requirements:

(1) In addition to the six credits requirement in English and either in addition to or in conjunction with, the specific requirements, there must be offered from Groups II-VIII a second major sequence of at least six credits from each group, and two minor sequences of at least four credits each from two other groups.

(2) Two sequences of either four or six credits each may be offered group II or VI or VII, but from no other group.

(3) Not more than four credits each may be offered from Music and Physical Training groups.

These courses, involving two of the six periods of each student's school day, are of the laboratory sort and require no regular daily preparation outside of the twenty-five minutes allowed in the home room, and the seventy minutes allowed in each class period. The materials are presented either by the instructor or by student committees assigned various projects in the courses. The introduction of these courses, while adding twenty-four additional types of student experience above the traditional high school, in no way interferes with a student's carrying four of the old-time high-school subjects as before. Nor does it interfere with the direction of study and provision for individual differences through homogeneous groupings. Please note, too, the opportunity of discovering talented students in the combination or elective courses and directing them into the advanced courses in the several departments.

The school day suggested herewith is not too long in view of the varied form of activity which it provides. Students, of course, cannot sit at straight academic work for this period of time, but by varying their program so as to provide activity and recreation, their curricula are both made more enjoyable and enriched through exposure to uniformly worthwhile experiences. In fact, Dr. Leonard P. Ayers is authority for the statement that he believes extra-curricular activities now curricularized in most high schools are doing more for training in the qualities of citizenship and leadership than the traditional classroom activity.

In closing, may I comment briefly on the necessity of changed graduation requirements if we are to discharge our responsibility to all the students of all the families represented in our present-day high schools. I do not deny but that all subjects regularly found in a modern high school have value. The paramount question, however, is what subjects in the light of a student's interests and most probable pursuits are *relatively* of most value. To be sure, we can-

not always be sure of the future pursuit, but this is no excuse for putting all students through a straight jacket of specific requirements involving at least two years in one foreign language, four years of academic English (no job to this), at least two years in mathematics, two years in history, and two years in science. These are college entrance requirements. Why subject all our students to such requirements when only twenty-eight per cent of the graduates of our American high schools ever enter college, to say nothing of the thousands who never finish high school because of these nonsensical barriers. What can that one-fourth of our students whose I.Q.'s range from 60 to 90 hope to do with such subjects? Virtually nothing, as usually taught. A large percentage of our students with I.Q.'s from 95 to 115 will also fail in these subjects. Such students have no business even attempting to go to college. We are sending too many of their sort to college now, considering the type of opportunities which the colleges are not offering such students. They should all be given immediate vocational training. Algebra, geometry, and trigonometry for students who have the mental ability to carry them and for these same students who wish to pursue a technical or scientific course are absolutely essential and are vocational, but for the student who is preparing for a literary, musical, business, or home-making career, they are relatively of little value and often very torturous, even to the extent of driving students from school. I suggest the adoption of group graduation requirements as listed above as one of the most important means of conforming student curricula to the cardinal objectives of secondary education.

In conclusion then, I have tried to direct your attention to that type of curriculum conformation which comprehends the cardinal functions of a modern high school and which is injected into the curriculum of *every student*.

First. By a reorganization and refocusing of content material in the traditional subjects of study.

Second. By the introduction of entirely new types of experience in additional subjects intended either for universal or elective consumption.

Third. By such an extension of the schedule of school procedure as will provide within the regular school-day faculty leadership for directing the varied forms of recognized student activity.

Fourth. By the maximum elimination of traditional specific requirements for graduation and substituting therefor curriculum guidance in conformity with the students' aptitudes, interests, and probable pursuits.

PRESIDENT W. B. OWEN OF THE NATIONAL EDUCATION ASSOCIATION made the following plea:

May I call attention to the fact that the National Education Association in its reorganization scheme is developing very rapidly, until the problem of co-ordination is becoming of the first importance? We have a number of departments of the National Education Association that were made in response to what at the time seemed real demands, and which yet proved, after a short time, to be, after all, only temporary. Then we have other departments which are based on fundamental functions and duties; of course, they do not change. Now specifically, we have a Department of Secondary Education which unquestionably was the natural division at the time when principals and teachers came together and discussed secondary education. The National Association of Secondary-School Principals was formed to do what you have done—to get a chance to consider without interference your own problems as separate problems from the standpoint of the administrator. The secondary-school principals withdrew, leaving us a Department of Secondary Education that is neither fish, flesh, or fowl.

Now, the elementary-school principals have organized a Department of Elementary-School Principals directly connected with the National Education Association. I am here to ask the National Association of Secondary-School Principals if they do not think it would be a good thing for them to do the same thing. This ought to be the principle under which the departments of the National Education Association should operate. They should enjoy the maximum of autonomy for conducting the affairs of the department consistent with co-operation in other departments and the National Education Association. I can say to you that two departments that are administrative and supervisory in their character are operating in this way, and contribute to the great program in which I believe, and in which you must believe with me—the program of assuming the direction and control of our professional life and organization; not the legal control, but the professional control of the public schools in the country. The Department of Superintendence and the Department of

Elementary Schools are the instances. It seems to me the time has come when we shall consider this question seriously. As president of the National Education Association, I have come to you to ask you to consider this now.

There is a practical reason why we should have this co-operation. We are going to have a commission, the purpose of which is to set up a statement of educational standards, not in an abstract sense, but a practical sense. We are going to appoint the people to this commission in this way. We shall ask all organizations of public school teachers that have a program and are at work, whether that organization is technically an organization or department within the National Education Association or without the Association, to nominate five members out of which the president of the National Education Association with suitable advice can select representatives on this commission, with the idea that those nominated shall be in a true sense representative of their organization. We have asked and have received such appointments from a number of departments. When they give us these five names, we shall then try to appoint the whole commission, so as to have a balanced representation, partly as to geographical situation and partly as to institutional affiliation and the like.

We are going to ask the Association of Classroom Teachers, the Elementary-School Principals and your National Association of Secondary-School Principals rather than our own department, because you do represent the body of the secondary-school principals of the country, to nominate five such representatives. Then we are going to go from the top to the bottom, using associations like the National Council of Teachers of English, etc., to give us the number from their associations which are concerned primarily with subject matter of instruction. Into the commission thus constituted, we are going to put a reasonably sized group of educationists. Then we are going to start this work and we are going to put enough money into it and enough time to make the work a success. I ask you if this Association will assume the responsibility of giving us five names in any way you choose, out of which this selection can be made. If you prefer to be represented as an independent association as you now are, if you will give us your co-operation, we will be glad to have it and ask no further questions. If the time comes when you care to assume the position of a department of the Na-

tional Education Association, we shall be very glad, indeed, to have you do that.

At this point Principal C. K. Reiff, Muskogee High School, Oklahoma, moved the current nominating committee be instructed to name the five members asked for by President W. B. Owen. This motion prevailed.

Principal Claude P. Briggs of Lakewood High School, Ohio, moved that the chairman appoint a committee of five to consider the proposition of becoming a department of the National Education Association. Carried. (The President later appointed Mr. Briggs chairman and Mr. Jesse B. Davis, Mr. B. F. Brown, and Mr. Church and Mr. L. W. Smith, as members of that committee).

PRINCIPAL J. G. MASTERS OF CENTRAL HIGH SCHOOL, OMAHA, NEBRASKA, moved that the Thursday session of this Association convene at 1:30 p. m. instead of 2:15 p. m.

MR. GEORGE BUCK, PRINCIPAL OF SHORTRIDGE HIGH SCHOOL, INDIANAPOLIS, INDIANA, gave an *ex tempore* introduction to his paper and then read his address, *Effect of Compulsory Education Laws*.

EFFECT OF COMPULSORY EDUCATION LAWS

PRINCIPAL GEORGE BUCK, SHORTRIDGE HIGH SCHOOL,
INDIANAPOLIS, INDIANA

For a great many years now we have been trying to convince the public that all young people should have the opportunity of receiving at least a high-school and if possible a collegiate education. We have succeeded in converting the older generations to this idea to the extent that they have been and are willing to expend millions of dollars for material equipment. As a matter of fact the people have responded so generously in providing these material equipments and endowments that many communities and constituencies find themselves embarrassingly near the limit of their ability to provide for further expansion. And yet the crowds are coming or are being sent to the portals of educational institutions in increasing numbers.

I have heretofore been quite in accord with the idea that all young people should be encouraged in every possible way to take advantage of the educational opportunities so freely offered them; that every possible inducement should be presented to them in order

to entice them and hold them in educational paths. I have even conceded that it would be worth while to let them play with tools and machinery or make mud pies if thereby we could expose them for a time to some cultural germs in the hope that they might sooner or later become inoculated. I have even persuaded myself at times that there is great educational value in these manual manipulations and that somehow through the co-ordination of brain and hand they may acquire considerable knowledge and power although they may be disinclined to do so through the traditional mental processes of the cultural and informational studies. For the same reason I have felt the extensive introduction of athletics into our school program quite justifiable. I still believe that the play instincts in young people must in no wise be neglected but I base this belief on other considerations than incentives to study.

The mounting cost of education, the failure of these devices and lures to stimulate young people to serious endeavor in the acquisition of mental training power, the diversion of teaching power from those who have a real passion for learning and who have the qualities for cultural attainment and leadership are sufficient reasons to make one pause to take inventory to determine whether we are heading in the right direction. Now comes the demand that the compulsory attendance age limit be raised to sixteen and even eighteen years. In some states such laws are already operative thus dumping into the educational hopper thousands more of unwilling learners.

Years of observation and experience have led me to modify my views concerning the desirability or feasibility of universal higher education. I shall present briefly some conclusions which to me seem tenable.

It is granted that a democracy requires an intelligent constituency and that one of the cornerstones upon which a democracy must rest is education. Its people must be educated but it has not yet been proven that this education for the masses need go beyond that which is rudimentary. What a democracy does need beyond all else is an intelligent leadership inspired by lofty purposes and high ideals. The function, therefore, of all institutions of higher learning should be the development of such leadership and all their efforts should be concentrated upon this task unhampered by distractions of any kind. The great duty confronting the educational leaders of today in my

opinion is to abandon *quantity* production in education and to substitute for it *quality* production.

When we reflect that millions of dollars are invested in the material equipment of institutions of learning, that millions more are spent annually for administrative and instructional purposes and that thousands of men and women with a missionary spirit that relinquishes opportunities for pecuniary advancement in other fields of endeavor, are giving their lives to the cause of education in order that the youth of the land may have their lives enriched, attendance at these institutions must be regarded as a high privilege. There should be no place there for the loafer or the aspirant for social preferment. Only those who have a passion for learning or at least an honest desire to acquire it, should be admitted. In general, present day students may be divided into three classes:

1. Those who can and won't.
2. Those who can't and don't.
3. Those who can and do.

The first group, those "who can and won't," presents our real problem. I suggest the following as a possible solution. As soon as individuals clearly show that they belong to this group and do not respond to ordinary treatment usually administered in such cases they should be quarantined. Of course there are some difficulties that present themselves in carrying out a plan like this. In states that have a compulsory attendance law up to sixteen or eighteen years of age they must be taken care of in some way. Likewise in states where there are no such laws to hamper the legitimate work of the schools there will be mothers busy attending child welfare society meetings or bridge parties and fathers busy chasing the almighty dollar with which to destroy the usefulness of the rest of the family who will insist that the schools be day nurseries for their children. These conditions, however, may be met by providing for this group separate buildings and grounds remote from the legitimate high schools. The following is a suggested curriculum for an institution of this type: Seasonal sports, such as foot ball, basket ball, tennis, marbles, etc.; movies—thrillers, not educational films; sorority and fraternity meetings; dances and dancing lessons; automobile joy-riding, etc., etc. This program might be extended into night sessions thus relieving parents of all care until bed-time.

In all seriousness I do have an earnest conviction that wherever feasible the hangers-on in our high schools who will not become interested in the legitimate work of the school, who thus become problems of discipline or what is worse become a menace to other children should be segregated at least until they do come to their senses and an appreciation of the great privileges that our splendid high schools offer them.

I do not include in this group the many splendid mischief-makers that annoy us because of their super-abundance of youthful spirit and bubbling enthusiasm. These often are the life of the school and are always quite manageable. I place those in this group who are unresponsive to the influence or appeal of any, even the noblest teachers. Would it not be wise economy to eliminate these and give their places to children of promise in work-shop and store who because of the stress of circumstances have had to go to work, subsidizing their families if need be?

I shall conclude with the following observations:

High schools properly and efficiently administered are at best expensive institutions.

All our efforts ought to be expended on students who want what we have to offer them and are willing to work for it. Some of them may be slow plodders but so long as they are responsive, effort in their behalf will be worth while.

Our high schools are too much hindered now by young people who are there for every other reason than to receive instruction.

Compulsory education laws that raise the age limit will increase the numbers in this last group, thus lowering the efficiency of our schools, weakening our efforts in behalf of the willing and appreciative workers who deserve the best that we have to offer.

And finally these increased and undesirable numbers will add a considerable and unnecessary expenditure to an already burdensome budget.

Let us have *quality* rather than *quantity* production in education in high schools and colleges.

PROFESSOR STEPHEN S. COLVIN OF TEACHERS COLLEGE, NEW YORK CITY, read his paper, *The High-School Principal as Supervisor of Instruction*.

THE HIGH-SCHOOL PRINCIPAL AS SUPERVISOR OF INSTRUCTION

PROFESSOR STEPHEN S. COLVIN, TEACHERS COLLEGE,
NEW YORK CITY

In an article in the *School Review* for May, 1921, C. O. Davis reports an investigation made in regard to the distribution of time of the principals in secondary schools approved by the North Central Association. He found that on the average these principals spent about one-eighth of their total time in the supervision of instruction. In a more recent article in the same journal H. D. Fillers* analyses in great detail the duties of the high-school principal. This analyzes in great detail the duties of the high-school principal. These are purely clerical; only five relate to the supervision of instruction in any direct way. His duties in connection with extra-curricular activities outnumber those of supervision in a ratio of more than five to one. The encouraging fact is that the principal is giving some of his time to the problems of supervision, the discouraging fact is that this time is relatively and absolutely so little.

The need of supervision is great. High-school teachers should have a large amount of help and direction, particularly in their initial years of teaching. This is true of teachers of all grades, but peculiarly true of high-school teachers, because of their lack of professional preparation. It is difficult to get any adequate picture of what this preparation on the average is. We know its range is great, varying from standards set by the State of California, of a year of graduate study beyond the college degree on the one hand to mere graduation from the high school on the other. While this zero point on the scale of preparation includes almost a negligible number, there is a large body of teachers who lack almost entirely any professional content in their training. There are still many graduates of academic colleges who enter upon teaching without having taken a single general or specific course in a department of education. A recent study made at Teachers College of the academic institutions with a student body below a thousand and of a faculty of less than a hundred shows that the offerings in the departments of education include little of practical work and that the courses available are for the most part general in their nature. The high-school teacher must as a rule get a large proportion of his training through actual ex-

*Managerial Duties of the Principal.

perience. Now experience if guided and interpreted is absolutely essential to the best teaching, but experience as mere experience offers no certain means of improvement in the art of teaching. Bad experience without evaluation and critical analysis may be, not infrequently is, worse than no experience at all.

Now who is to guide the young high-school teacher during the year of his novitiate? Clearly this might be the function of the superintendent and his assistants. However, as a rule, the supervisory functions of the superintendent's office are for the most part concerned with the elementary field. The problems at this level are so many and so pressing that they take up the major part of the time and attention of supervisory officers. Little has yet been done to set up standards and to measure results in the secondary field.

Clearly, at present the training of high-school teachers in service must depend largely on the knowledge, interest, and abilities of the high-school principal in his capacity as supervisor of instruction. *For this most important of his duties he should be specifically and extensively prepared.* That at present this is not the fact needs hardly to be said. It is difficult to state with any certainty what is most commonly the preparation of high-school principals for their work. Some we know enter upon their duties fresh from the academic college, beginning in a small, often a rural high school and "working up." They gain their knowledge of methods and teaching technique through the process of trial and error. Overwhelmed by many duties, they have little time to think of their own teaching methods, much less those of their assistants. Others become principals by promotion from similar position in the elementary school. Their point of view is necessarily determined by their earlier experience. It is valuable but incomplete and at times quite inadequate from the standpoint of secondary instruction. Still others become principals by promotion within the secondary schools themselves. They are as a rule mature and successful teachers and they bring a valuable experience to their new work, but it, too, is one-sided and incomplete. The problems of method are not as a rule dominant in their consciousness.

An ever increasing number of high-school principals, often with preliminary practical experience, are securing in our colleges and schools of education specific training for their work, but the emphasis of this training is still largely on the side of administrative

problems and duties. The methods of making a schedule may seem more important than the guidance of their teachers in the fine art of instruction. Although at times the former may not seem more important it is generally the more pressing problem and must be given the right of way.

In view of these facts I believe we can reasonably say that *the high-school principal at some time in his career, and as early as possible, should receive definite training for his duties as principal, and in this training the matter of the technique of instruction and the supervision of instruction should have a conspicuous place.*

However, he should not merely be given the adequate training to make him a capable supervisor of instruction, he should be given the opportunity to exercise this supervision. His time, as has already been pointed out, is consumed very largely with a routine of details that keep him far from the classroom. His routine administrative duties must be greatly decreased if he is to develop interest in and have the time for supervision. How can this be done?

I think the answer to this question is relatively simple. He must organize his administrative duties, but a large part of the details can, and should be given over to competent secretaries and clerks. We make the great mistake in all branches of our school administration of requiring our executive officers to do the work that can be satisfactorily entrusted to subordinates. A principal should be too valuable to spend his time in doing those things that a paid clerk can do just as well. His should be the work of organization and direction, not the job of clerk, bookkeeper, and stenographer. His time should be spent among his pupils and teachers. He should have relatively few office duties and office hours. It is true that he can under proper conditions delegate some of his supervisory functions to others, but in most instances he should keep a large share of it himself. Other duties can be more safely delegated. I may sum up my own position in this matter by the statement that the high-school principal should be first of all a teacher, second a supervisor, and then an executive. By this I do not mean that he should give control and direction over to others in any other sense than that he should delegate it.

We now come to the final and crucial point of our discussion, namely,—how is this supervisory function of the principal to be carried out. To anticipate, let me say that such supervision should

not be autocratic, *it should be coöperative*. By this I mean he should lead his teachers and work with them, rather than arbitrarily to direct them. This, of course, applies to all his relations with his faculty, but particularly to his supervisory capacity.

The supervisory activities of the principal necessarily involve the visiting of class-rooms followed by discussions with individual teachers in regard to their technique and with suggestions for its improvement. Obviously such criticisms must be sympathetic and constructive. The good must be emphasized more often than the bad. Praise when deserved should always be given, while faults should not be made to appear excessive. No teacher is ever helped by drastic criticism. To be successful in supervision the principal must be regarded by the teacher as a co-worker and friend, a man whose judgment and leadership inspires confidence and respect. Unless this friendly and helpful relationship between supervisor and teacher can be maintained, supervision is worthless. We have heard a great deal in recent years of the danger of "putting something over on the child." It is maintained that he must understand, desire and accept what the school gives him. That this principle has its limitations is obvious. I am, however, certain that nothing can successfully be put over on the teacher. At this level there must be comprehension, agreement, and cordial coöperation. The teacher who is forced to do something that he does not understand or does not believe in never really does that thing,—he merely goes through the motions.

However, in this work of supervision, the principal must be much more than a casual class-room visitor. He must organize and develop with his staff the various general and special techniques of high-school teaching. There must be frequent meetings of the faculty as a whole, and in large high schools in groups also, where class-room procedure is considered and constructively worked out. Here all the teachers work together and develop under the principal's leadership, their methods and the specific content of their subject-matter in relation to these methods. Suggestions should be free, criticisms open and frank, and the spirit always friendly. New practices should be initiated within this group and accepted by it. They can seldom be successfully imposed from without.

As an additional procedure the best practice existing in the school should be discovered, discussed, and objectively demonstrated.

Teachers should visit each other's classes to observe and criticise procedure. In a sense the high school should be an observation school. That this is not merely an impractical fancy is shown by the fact that such observation, criticism and checking of results is carried out to a considerable degree in the Lincoln School of Teachers College. The enthusiasm of the faculty in this school is one of the outstanding facts that cannot fail to impress even the most casual observer.

There are doubtless many objections that occur to you as I suggest this plan of coöperative supervision. I venture to assume that the most outstanding is that such a scheme requires time on the part of the teachers,—a great deal of time in the already overcrowded day of the average high-school instructor. That it will require time, much time, I am free to admit, but it is time not only well spent as far as the welfare of the pupil is concerned; it is time well spent for the teacher. The working-day cannot be too short when there is a task to be done; when the worker is a drudge. In the days of my novitiate I asked a fellow teacher in one of our large New England high schools what chiefly interested her in her profession and her reply shocked and discouraged me. It was this, "Salary day and no-school signals." No teacher can do the work that is worthy of his abilities if he regards teaching as a task. The job-psychosis is perhaps the most serious fact in modern industry. It is an absurdity and a contradiction in a profession. Teaching can never be a profession for him who performs his class-room duties as a daily stunt.

Yes, the workday cannot be too short for the toiler, but it is never too long for the man or woman who is a craftsman. Those who love their work, who have made it really their own, and have it as a real possession, not as an inconvenient external appendage, live in it and through it and for it. If the teacher can really obtain this spirit, even at the cost of added time and effort, in the end he will have made time less and effort less, for both of these are subjective and relative factors. The day that is filled with interesting and pleasant occupations soars above the life of drab routine on the wings of the eagle; the day that is spent in disagreeable tasks "drags its slow length along." Effort is unpleasant only when it is effort against internal resistance. Enthusiastic effort ends in its own de-

struction, for effort spontaneously aroused is in a very real sense no effort at all.

Hence my contention is that the added time spent by the teacher and principal on coöperative supervision in the end will actually lessen the burdens of teaching. More important than this, however, is the fact that this procedure introduces a new spirit into the classroom, a spirit emanating from the teacher and passing over to the pupils. Thus will the weary hours of "bell-listening" become things of the past and the teaching day and learning day both grow shorter. And above all for the teacher there will come a truly professional attitude, an attitude of pride in and joy in the work, no longer thought of as a job to be done but as an opportunity to be sought and a service to be given.

FIFTH SESSION

The fifth session was a joint meeting with the National Association of Deans of Women. It was held in the Rainbow Room of Hotel Winton. President Rynearson of the National Association of Secondary-School Principals presided. The session was called to order at 9:15 a. m.

The topic of the meeting was *The Significance of the Work of a Real Dean of Women*. Principal C. W. Gethmann of Central High School, Oklahoma City, Oklahoma, read his paper on *The Significance to the High-School Principal*.

TO THE HIGH-SCHOOL PRINCIPAL

PRINCIPAL C. W. GETHMANN, CENTRAL HIGH SCHOOL,
OKLAHOMA CITY, OKLAHOMA

The social curriculum of the high school is still rather vaguely defined. Sometimes we speak of it as extra-curricular or student activities. No two schools have the same program of student activities or even the same conception of what they should be or how they should be directed. In many places school authorities permit a limited social program only because they cannot resist the student demand for it. Frequently the principal, superintendent, and faculty frown upon a social curriculum because no permanent educational value is recognized therein, but if we judge from the tendency of modern educational thinking, knowledge of books is not all that edu-

cation implies. Today formal education is not only sanctioning but advocating the socialized recitation. This in itself is a partial recognition of the merit of a social curriculum where student self-expression is encouraged instead of being restrained or suppressed as is so often the case in the ordinary class-room. The extra-curricular program of a high school with its various literary, debating, and dramatic clubs; its "Hi-Yi," Girl Reserves, Boy Scouts, orchestra, band, and glee clubs; school plays, operettas, assemblies, home room activities; school, class and club social functions, and then besides that an extensive interscholastic program embracing all forms of athletic and forensic contests, this program presents an avenue of student self-expression not found in formal education. Such a program is bound to develop student leadership, and group responsibility. In so doing it makes for democracy and trains for real citizenship. Admitting that a social curriculum does all this we still hesitate to give it rank with academic subjects, and insist that all of it be done outside of school hours, that it be extra-curricular, but I believe that the time is not far distant when the social curriculum will co-ordinate with the academic curriculum as it should, and that such student activities be properly evaluated.

It is impossible for the principal of the high school to direct such a social program, and at the same time be in close touch with the organization of the school and its class-room teaching. True, the athletics are in charge of an athletic director, the debates are coached by a debate expert, and clubs are sponsored by teachers of academic subjects, but who is directly responsible for the social standards of the school—for the conformity of the social program to these standards—who sees to it that social functions are chaperoned, in fact who directs the social life of the school? This is the field of the dean of girls.

Let me quote Miss Kerr, Dean of Women, Wheaton College, Massachusetts: "The field of the deans of girls is the field of socialization, of teaching girls fine and gracious ways of life. There is a great hue and cry everywhere that young girls need to learn to modulate their voices, to dress in quiet good taste, to be courteous to others, and to take their place of responsibility in the social group." Permit me to quote once more. This time Miss Eaton, Dean of Girls, Austin High School, Chicago. "We teach, assist in the general administration of the school, act as connecting link between school

and community, and supervise the organized club and social life of the school. I have been all in the course of a single day, an employment bureau, a vocational adviser, a self-appointed expert on colleges, a distributing agent, a teacher, a chaperon, a social worker, a buffer between mother and daughter, perhaps between mother and daughter and principal. I am dean of girls and whatever concerns girls concerns me, for I am dean of girls, and whatever concerns boys concerns me, for I am dean of girls. Our province is all the uncharted land that lies outside the recitation for I think none of us has taken our work to be simply arranging a series of parties. Social life is our life in relation to other people. It manifests itself certainly in social functions, but it also manifests itself when we speak, when we pass each other on the street. It has to do with the class-room and corridor as with the social hour."

I have quoted Miss Kerr and Miss Eaton in order that you might know a dean of girls' conception of the work of a dean of girls. From these two quotations you recognize at once the tremendous responsibility and yet at the same time the wonderful opportunity of a real dean of girls. By nature of her work she becomes the director of the social curriculum of the high school. She becomes at once the center of the social life of the whole school. With her all students are on the same plane. She directs the development of social obligations, the willingness and desire for social service. In this socializing movement individuality and group responsibility, tolerance and co-operation are properly developed. This is American democracy, even though this field of work lies outside of the academic curriculum. This is the social curriculum of a school and should be directed by the dean of girls.

In order that you may realize the significance of the work of a real dean of girls, more clearly, I want to give you briefly the program of a real dean of girls as I have seen it carried on by a real dean of girls. I owe my conception of the work of a real dean of girls largely to Miss Thyrsa Amos, now dean of women, Pittsburgh University, for it was my privilege to have her as dean of girls during the first two years that I was high-school principal at Shawnee, Oklahoma.

A real dean of girls will have sufficient disciplinary authority so that she may deal properly with the problems of the modern adolescent girl. These are problems of dress, cosmetics, health, con-

duct with boys and questions of good form. Individual and group counsel by the dean are most helpful in creating proper social standards among the girls.

Again she is in intimate touch with the health problems of the girls. This means more than being a matron who provides for girls who are ill during school hours, who sees to it that girls are well cared for on wet and cold days, who sees to it that first aid is administered when needed, but it means that individual and group health talks be given so that the adolescent girl may know herself and the problems of health peculiar to her.

The dean of girls through her close contact and companionship with the high-school girls has a wonderful opportunity to improve the scholarship of the girls and the boy as well. Interest in the academic curriculum increases by the introduction of a vocational guidance program. The dean of girls either directs such a program or is in close touch with it. Vocation cards direct the attention of the girls to the necessity of an early choice of a vocation in order that their school training may definitely aid in preparation for it and keep them from becoming discouraged and dropping out of school. These vocation cards and self-study cards filled out by the girls themselves result in the self-analysis of their abilities and aptitudes on the one side and the field of occupations on the other, so that a real life ambition may be started. Such an analysis should be followed by vocational conferences addressed by successful business or professional women, or specialists. Frequently it is found advisable to have similar conferences with mothers in order that they be able to assist their daughters to make wise vocational choices.

Again the dean of girls will be expected to find employment for girls who are self-dependent.

Unlimited possibilities present themselves to the dean of girls in coming in contact with the home and home life of the girl. In a large high school, of course, it would be impossible for the dean to do this work herself. An able assistant on her staff whose whole time would be devoted to home visitation is really needed. Linking the home and school together is, however, one of the big opportunities of a real dean of girls.

The most important work of a real dean of girls is the direction of the social life of the high school. Without direction the very purpose of all the social life will not be realized. Why do we per-

mit social functions, clubs and other student organizations, if not to foster friendliness among girls, to teach what is suitable and in good taste for entertainments, to encourage and develop courtesy and social ease, to teach tolerance and group responsibility. A dean of girls in charge of the social organization of the school, including club supervision, parties, social functions, assemblies, etc., can practically set the social standards of a school.

A real dean of girls will see to it, however, that academic work remains primary and social matters or student activities secondary, but at the same time the teachers of academic subjects and the principal should bear in mind that social activities are part of the normal life of every student and that these require careful planning, careful supervision, and careful direction.

Now if you make a careful survey of the work of a dean of girls, you will recognize at once that her duties are hard to define, but on the other hand you will also be convinced of the fact that she is primarily an executive and secondly a teacher. The principal should not hesitate to delegate sufficient authority to her in order to make her work effective and efficient. He has always delegated a great deal of executive authority in the academic program of a school unhesitatingly, and even though the authority and duties of a dean of girls may still be rather vaguely defined, her work should not be hampered by insufficient authority.

If the principal appreciates the work of a dean, has absolute confidence in her and her work, has a sympathetic understanding of her work and is willing to advise with her about her work, he will have no hesitancy in giving sufficient authority to the dean of girls.

I believe that the work of a dean of girls is of such importance that she be provided with all the facilities necessary to make for efficiency. She should have an office adequately equipped, a rest room for girls, and is possible a club room that lends the proper atmosphere for social training. If no additional room is available the rest room itself can be of such an inviting nature that it can serve both as a rest room and a club room.

To me the work of a real dean of girls is of such significance that every high school with two hundred girls or more should have a dean of girls. I know that it will be difficult to supply the need. for a real dean of girls must have a personality that is exceedingly

human, one who has not forgotten her girlhood days, and can inspire the adolescent girl.

But with a real dean of girls as a member of the high-school faculty, the principal will find her indispensable in directing the social curriculum of the school.

TO THE HIGH-SCHOOL GIRL

MISS MARGARET KIELY, BRIDGEPORT, CONNECTICUT

THE SIGNIFICANCE OF THE DEAN TO THE HIGH-SCHOOL GIRL

The significance of the dean of girls in any particular high school is a local product. There are, of course, certain great common aims of moral and social guidance to which we must all subscribe, but the *real* worth of the dean will depend on the thoroughness with which she meets the needs and aspirations of her own community in its racial, religious, economic, and social environment.

The girls in the high school at Bridgeport, Connecticut, offer a fairly representative problem. They live in a manufacturing city of about 145,000 population, of which thirty-two per cent are foreign. They are less than twenty miles away from New Haven, the seat of Yale University, and some fifty alluring miles from New York. There are 1,500 of them in the 2,300 students, in a two-session high school. Some 650 of these girls are following commercial courses, 450 domestic arts (mostly in preparation for normal schools), and and about 300 are in college preparatory work. They are, for the most part, typical girls. They come to school without their breakfasts, and wear their goloshes flapping; they spring to the aid of every passing fad—(it's the "gypsy neckerchief" just now). Sometimes they powder their noses very white, invest in Woolworth jewels—(notably earrings)—and wear their big sisters' long skirts. They "adore to dance," preferably the "Ritz" and the "Collegiate"—("it's being done in New York, you know"). They write fervid "crush notes" and keep soulful diaries. Everything that pleases them from hats to quarterbacks is "noble" or "marvelous," and all things annoying are "fiendish" or "perfectly desperate." They love clubs and societies of every sort; do really wonderful work in the service of the poor and sick and needy, and are altogether a very lively, lovable, good to look upon and live with, group of girls.

Curious to know just what a dean might mean to these girls, I recently asked them to express in an informal, unsigned questionnaire, some frank opinions. The returns have set me thinking.

The first request made of the girls was this: State in the order of their importance to you three ways in which a dean may help the girls of a public high school.

About 1,200 of the girls defined in this list three main functions:

1. That of the confidante,—which was ranked first under various expressions by 464 girls.
2. That of the chum, ranked first by 429 girls.
3. That of the adviser proper, ranked first by 322 girls.

The second question asked, "What personal qualities in a dean do you think are most helpful to girls?" The popular traits were ranked as follows:

1. Genuineness,—“The quality of really believing what she says to girls.”
2. Cordiality and friendliness,—“Knowing all the girls by their first names.”
3. A real sense of humor.
4. Gentleness.
5. “Shock proof-edness.”

A few scattered votes were recorded for scholarliness, smartness, neatness, stylishness. (One girl, indeed, suggested “plumpness” as a most desired quality in a dean.)

The third section of the questionnaire invited suggestions for discussion. A broadside of girlish interests, probably voicing acute and pressing needs, was launched. Roughly classified, in order of popular demand, the suggestions dealt with problems—

First—Of Vocational Guidance.

Second—Of Dress.

Third—Of Leisure and Recreation.

Fourth—Of Morals and Ethics.

Fifth—Of Social Deportment.

(The rest of the questionnaire dealt with matters of local and special interest.)

This much, then, is one school's interpretation of our sometimes very hazy job. These girls want us to enter into their confidences, to advise them in their perplexities, to share their companionship. They expect us to be sincere in our every dealing with them.

cordial and gentle in our manner, willing to laugh and let laugh, and to be sweetly unperturbed whatever happens. We hold, not mere chairs of learning, but whole benches, up and down the length of which we gravely slide dispensing universal information per request.

The one unifying note in the varied order is this: the girls are insistently conscious of a need for standards,—authorized definitions of the ideal in everyday affairs. It is our first duty to satisfy this need, to help girls, through their own activity, find and accept and utilize and enjoy the best in life. In itself it is not new work. Good teachers everywhere are doing it whenever they can. In the dean is centered under one personality and one responsibility a definite effort to bring into practical usage the idealism which animates all fine human intercourse.

The fulfillment of this first duty involves the dean in two main relationships with the girl: first, that of the intimate friend and counselor; second, that of the group leader.

All adolescent youth craves self-expression, but girls need the intimate outlet more than do boys. They remain individuals longer and are less reluctant to talk about themselves. Their emotional development, with all its poignant susceptibility to the influences of romance and religion and physical consciousness, affects them variously. It is well that there is a dean to keep a wise and sympathetic finger on the variable pulse. Morbid introspection leads too often to bewilderment, discouragement, cynicism,—or worse. The dean may prevent many serious ills. Little pin pricks of grievance sometimes hurt very angrily, but with the door wide open to a "talking-it-over" with someone who isn't obviously too tired or too busy, there is less likelihood of a festering wound. The ideal basis of our best work is undoubtedly the personal touch,—acquaintance with all the girls, individual conference with many,—analysis, diagnosing, charting, and prescribing for some.

But the individual adjusting is only half the task. The best comes in the social life of the girl, in the way she applies her appreciation of the best to her relations with other people. The dean, in planning her campaign, will remember to reckon with these important "other people." In the service of her girls, she will enlist every agency which is likely to influence them.

This business of stimulating into genuine helpful activity every worth-while agency in the girls' environment is assuming an ever-increasing significance in the duties of a real dean. These influences move around the girl in two circles; one, within the school; the other, outside. Within the school, there are the boys, the teachers, the principal, and the great abstract force of "school spirit." Outside the school, there are the home, the church, the community agencies of trade and recreation and culture, and the great abstract force of "public opinion."

The dean's task within the school is comparatively easily defined. She can make friends with the boys, find time to talk over with them their particular problems, interest herself in their extra (and intra) curricular activities, consult their opinions, and establish with them, too, a reputation for genuineness, "squareness," and youthful spirit.

The teachers are very influential, and, for the most part, willing and helpful factors,—in the significance of the dean. They give to the girl much of their own philosophy and personality, and are involved in many of her problems. Mutual regard for the ethics of the profession, and simple friendly co-operation will make for a perfect triangle of dean, girl, and teacher.

In the principal the dean will find something of that which the girl finds in her. He is her professional confidante, her co-worker, her adviser. Her significance to the girl depends very largely on her significance to him as chief of staff. She will look to him for suggestions and approval in social policy, and will expect his support in the pursuance of that policy. She will expect him to keep sacred, confidences involving her girls, and in the frequently recurring "delicate situations," she will need his sympathetic understanding and wise counsel. It is for the principal to see so far as he can that nothing in the conduct of the school, especially in extra-curricular activities, is contrary to the dean's policy.

School spirit is a constant and highly potential force. The real dean, as leader of the school group, will plan to stimulate and refine and strengthen this force. She will satisfy the adolescent instinct for organization, and will encourage "club spirit" as it naturally manifests itself. She will take active part in student affairs, quietly initiating practical projects in better citizenship, healthful living, wholesome recreation, and general right attitude. She will, indeed,

be the "chief companion" whom Bishop Brent says is the real leader, —and "the pervader" whom Dallas Lore Sharpe declares our democracy needs instead of "a leader."

The agencies outside the school present a more complicated problem. They are more likely, however, to prove positive aids to the dean if she can make them understand plainly what they can and should do for the girl.

The home is the first of these outside forces. It is the fashion now to decry the decadence of the home, but we deans must, like Theodore Roosevelt, learn to "do the best we can with what we have here and now." Not all homes are guilty failures; many are negligent, many are inadequate, but there are still some parents who have not been stampeded in the rush of their children's growing up. We, in the high school, owe something to the home; we must help it to do for the girl that which we demand. We can advertise and support and boom the home as the basic institution of society. We can increase in the community the reverence and respect for the home which are its right and its necessity. The dean, in her intimate relationship with the girl, can do much to mend the breach that so often widens between the adolescent girl and her mother. She will remember that although many mothers seem willing to abdicate the throne, the dean must not usurp it. She will try to send the girl and her confidences eventually back to the mother; she will try to tone up the girl who is ashamed of her mother,—of, perhaps, the shabby, unattractive, uncultured mother. In all her work with the girl, in the individual conference, in the organized groups, she will stress constantly the power and honor and glory of good womanhood. By specific means she will generate a gentle propaganda of reverence for the domestic ideal. For instance, to offset the destructive influence of the average popular song, with all its crude mockery of life's sanctities, she may sponsor a school movement toward the great old songs of the world, the home and love songs of a finer generation; or, perhaps, she will seek to stimulate an interest in the great pictures of the world,—in the mothers and babies and home scenes of great art. She will bring to the English department, concrete suggestions in selected reading lists, in theme topics, in the gracious old art of letter writing. She can interest herself in the home making projects of the practical arts classes, and in all her work of voca-

tional guidance she will keep sacred in the minds of her girls the supreme vocation of motherhood.

But it is for the home to do "the better part." Before the girl ever comes to the dean, the home has her. All the way up through the grades, the other teachers have her. She should come to high school at least as well prepared in her social and moral needs as in her academic and physical. She should know the fundamental principles of purity and the essential facts of personal hygiene. The grammar-school teachers, and the school nurses have in their neighborhood units, a greater opportunity of contact with the parent. It would be well if these teachers and nurses could meet the dean just before the girl leaves the grades, and talk over with her these critical matters.

If, in the high school, the girl betrays ignorance of a dangerous or unpleasant nature, the dean will give her, individually, or in a very small group, such amount and kind of physiological instruction as is necessary. She will speak the plain, forceful, yet delicate, language of authority, mindful always of the fine spiritual womanliness latent in the girl. She will work without mincing her words against occasions of evil suggestions, e.g., the smutty joke, the naughty auto-graph verse, the coarse vocabulary, the dangerous dance, the extreme style. "Life is clean and fit to live," and we must strengthen in the souls of our high-school girls a fine and deep regard for the things of God and their own personal accountability in the moral order.

There are other duties incumbent upon the home. Once informed of school policies, the parents must enforce the law at their end. Let them watch their children with half the zeal with which we in the high school lead them and the task will be infinitely easier for all concerned.

The Church can strengthen the significance of the dean in the public school only so far as the home is willing. The wise dean will take a friendly genuine interest in the church activities of her girls, and for her own part will not hesitate to stand in the community with those who openly acknowledge the enormous influence of religion in society. The home should open its doors to the church—and the dean, through the agency of the home, should be free to bring the girl who is obviously in need of religious influence, into pleasant and helpful religious contacts.

Community agencies in general are constant factors in the development of the girl. Department stores and other shops influence her tastes in dress; theatres, her ideals in recreation. Constructive suggestion from a tactful dean may do much to direct this influence for good. The restaurants, the dance halls, the newspapers, the libraries, the religious and social service organizations, the parent-teacher associations, the college clubs, the Girl Scouts,—the men and women behind all these groups should know the high-school dean, know her as a person of sense and judgment, and should lend their influence to the organized effort for which she stands.

It's an inspiring challenge, this great open field of our opportunity. We can accept it only so far as we ourselves approach the ideal, only so far as we possess a sound personal equipment of courageous personal standards in thinking and living, a broad, kindly, optimistic outlook, good health, and a well-balanced love of our work. We are to be the wise and patient friends of our girls, of *every* girl, regardless of her color or creed, or ancestry, or personality, or mental power. So far as we can enlist in her service every vital power in the life around her, shall we make that friendship count.

It may help,—some very tired day when we seem to be just nice little old Jills at all trades,—social arbiters, vocational guides, employment agencies, educational experts, nurses, censors, shock-absorbers, clearing posts for grievances, bureaus of information, and outside of that just “deans of girls,”—to look through to the radiant symbolism of it all. Let us be glad and rejoice for our part in the “leading people to see things in a certain color,” which someone calls “education.” The real dean, catching that symbolism, is bound to signify much in the life of America's girlhood.

THE RELATION OF THE WORK OF A REAL DEAN OF GIRLS TO THE HIGH-SCHOOL GIRLS

MISS SARAH M. STURTEVANT, ASSOCIATE IN EDUCATION,
UNIVERSITY OF CALIFORNIA

In a recent book entitled the “New State,” Miss Follette says that the reason the world is at its own throat is because people do

not yet know how to live together. The task of the dean is to teach girls, at least, how to get on with folks. To put it another way, the fundamental significance of the work of a real dean of girls is her ability to teach moral character. It is not necessary for me here to dwell upon the great changes in society during the past few years—changes in home and community life—which have put upon every one of us the strain of new conditions, new tax upon knowledge, upon character, upon judgment. Wide range of choice, much leisure time, free spending money, the isolation of the city, the possibility of varied experience through the imagination, and countless other influences have tended to confuse us all. Many of us have felt the need of a prophet or teacher who would interpret the new and puzzling situation, see new goals ahead, set new evaluations upon the activities of life.

Probably no one would disagree if I should say that difficult as this new situation is to older folks and to boys who at least have the traditions of economic and social independents, it is many times as difficult for the girl. She stands at the heart of this new situation, complicating it still more by the fact that apart from general changes to which all of us must adjust ourselves, she has added for herself an unprecedented freedom, intellectual, social, economic, personal. The difficulties of adjustment are great. The failures of women at this point have been the subject of sermons, lectures, newspaper discussions. It is true that new conditions in society mean new forms of transgression, as Professor Ross has reminded us, and girls and women are open to criticism. A mother told me that her son needed chaperoning more than her daughters. They say that girls are not meeting their new freedom well, that fine womanhood is threatened, and with the decay of womanhood, society itself.

If this accusation is true, and I do not say that it is, society cannot absolve itself from the guilt of being part and party to the transgression, not only in affording those environmental conditions, which so largely determine behavior, but also in not having earlier afforded some teaching that would help the modern girl to meet her new and difficult situation. There is no one of us but is glad that women are to have the advantages of education, of economic and personal freedom, but in the words of an old seer, and under the figure of tenting, "if we lengthen the ropes, we must strengthen the stakes." The ropes are already lengthened, and will be further lengthened; if the

structure of society is not to collopse, the stakes must be strengthened. Here lies the work of the dean. The real significance of the work of the dean in high school lies in her ability to strengthen the stakes of character in the high school girl; to educate her to a better integration into the group; to a socialized as opposed to the traditional individualistic attitude toward herself and her fellows.

All would be agreed that character is a worthy objective of education, but the question arises how can we teach character? Recent experience, as well as the best psychology, has demonstrated that good character cannot be taught by exhortation, by scolding, by courses in ethics, or by precept, nor is it inherent in the knowledge of fundamental processes. Moral character can be built only through activity under stress of emotion. If that be so, and its soundness is attested on good authority, it means that there must be a program of activities in our educational scheme as well as courses in history and English and mathematics, and if there is to be a program of planned activities, somebody must plan it, unify it, set up its objectives, define its content and evaluate its results. The program of planned activities becomes then, for the dean, a course of study, if you please, the definite objective of which is the development of character, the lessons, the highest ideals of social relationship, initiative, responsibility, co-operation, democracy.

The dean becomes an interpreter and a teacher by means of a planned social program.

Such a program recognizes first of all the significance of right social environment to the girl. No less a person than John Dewey is authority for the statement that "social judgment and moral responsibility are wrought in us by social environment." If the problem of behavior is one of adjustment, it becomes a problem of social engineering, of modifying factors that influence results. One important factor is what we call the *spirit* of a group—that thing felt rather than analyzed—but never accidental. I have in mind a home to which people love to go because of its restful, hospitable spirit, but I happen to know that that very spirit is the result of infinite pains on the part of the woman in that home. So the dean is a conscious creator of a spirit at once democratic, co-operative. She seeks to build right attitudes. She becomes a backing for the best ideals, the best ideas, the best behavior in the school, and the girls are conscious of it. They concrete the argument for and against a course

of conduct in terms of a person. The spirit of the group is very significant to the high-school girl.

But the subtle influence of the proper social atmosphere is not sufficient to accomplish the development of good moral character. There must be objective situations designed to stimulate right action—to give experience that shall prove satisfying and will help in the formation of character socially useful. A real dean of girls becomes the organizer of a program of planned activities. She remembers that it must meet the inherent needs of boys and girls; that the adolescent is primarily social, that he is emotionally sensitive to social situations and that therefore his learning is very rapid for good or evil. His social activities must then be so engineered that the teaching of character may be in line with well-understood objectives of education, that standards be set up, principles of leadership understood, reflection encouraged and evaluation of issues stressed. Every girl must have a chance to express herself, to have daily lessons in learning “to get on with folks.”

The work of a real dean of girls is significant to the high-school girl then, in that she plans for an established social environment, characterized by the spirit of good will and an organized program of activity, which shall be conducive to good moral character.

To be very concrete, let us put it this way: Into the high school comes the boy or girl possessed of boundless social energies, uncontrolled and unorganized. Those uncontrolled, unorganized social energies must be converted into power, which is the first element in character, through the dynamo of the school. The organization of clubs, of committees, can be designed to give habits and skills in co-operation, in leading, in following, in taking responsibility in fair and sane procedure. These same simple social projects can give also knowledge of *how* to do given tasks, *how* to plan, *how* to organize, *how* to lead a group, and in the success or failure of the undertaking find emotional reaction, feelings which will inspire the use of power. But good character needs not only power, but good judgment based on facts and on the proper evaluation of facts. The simple, appealing social situations of co-operative government, of planning parties, weighing comparative costs of ice cream and cake as opposed to chocolate and sandwiches, planning committees, evaluating the worth of a program,—all teach judgment of facts that are very concrete

and develop the knowledge which tells how to use, how to control social energy.

And more than that to the girl the social program should be a means of developing the third element of good character, good will. If good judgment indicates how power shall be used, good will must indicate the end to which it shall be used. In the common working out of common plans the dean should help the girl to good will, not only theoretically, but concretely through joint activity in simple, social projects. She should lead this girl to the ideal of helping to create a great universal good, which shall include all people in a greater democracy to come.

If the dean, by a purposeful, unified, social program, can teach good character, possessed of power, good judgment, and good will, she is of fundamental value, not only to the girl herself, but to society, for inherent in such successful development is that independence and self-control and socialized vision so necessary to her unprecedented freedom. It will necessitate a broader outlook than self in her attitude toward health, leisure, state, home, men, and children.

In a discussion of this subject one should not neglect to mention the dean as significant to the girl in helping her to meet her personal problems. They vary all the way from the latest love affair to problems of religion, and home and school relationships. They are vital to the girl and so are vital to the dean. Often this girl's mother is not equal to the situation and we know that when the girl says: "mother would not understand," that all too often she is telling the truth. So the dean must meet the need of the girl for an impersonal, sympathetic adviser, who will interpret life to her.

The significance of the dean of girls involves, then, the importance of character as an educational objective. It depends upon the thesis that activity under stress of emotion is necessary for the development of good moral character. The dean deals with life, which is a variable. There are few rules which can be laid down for the situation is never twice the same, and the handling of such material carries need for the socially sensitive person, but if the work is well done, it means a girl fitted for freedom because self-controlled and socialized in her vision of human relations.

Below is a letter that is used in Lakewood High School, Ohio, in its campaign for conservative dress regulations for high-school girls:

Lakewood High School,
February 2, 1923.

Dear Students:—

I wish to welcome you to Lakewood High School. It is your school now. I hope that you will make the most of your many opportunities here.

Last year the Girls' Student Council of Lakewood High School established dress regulations; the aim to counteract the prevailing tendency toward extravagant and extreme dress. All regulations emphasized healthfulness, suitability, and simplicity.

The Girls' Student Council approved this plan and resolved; "That we, the girls of Lakewood High School, bar from school dress the following: georgette, net, silks, velvet, silk hose, French heels, transparent sweaters worn without waists, rouge, lip sticks, eyebrow pencil, and any inappropriate wearing apparel.

Furthermore the Council recommend: middies and skirts of modest length and fullness, sweaters worn with waists, plain serge, gingham and jersey dresses, a minimum of simple inconspicuous jewelry, and simple arrangement of hair.

A girl who can carry out these regulations will be regarded as a satisfactory pupil.

C. P. BRIGGS, Principal.

We have read the above, understand it thoroughly, and are interested in furthering the aims and ideals of the school.

Signed.....

Parent.

Signed.....

Daughter.

SIXTH SESSION

President Rynearson called the session to order at 1:55 p. m. in the Rainbow Room, Hotel Winton.

The President called on Professor H. A. Hollister, University of Illinois, who came as a representative of the *National Association of High-School Supervisors and Inspectors*. Professor Hollister spoke as follows:

This association at its meeting in Cleveland determined upon plans for testing the intelligence and achievement ability of high-school students in the different states, with the end in view of determining in a more scientific way than is now in use:

(1) What is the median or norm for the native ability of those pupils entering upon ninth-grade work and those of the twelfth grade.

(2) What should be the norms of achievement in at least two standard subjects, of which English should be one.

The association asks for the co-operation of high-school principals of the different states in carrying through such a plan.

The aim will be to find out what are typical high schools of a given state, the testing of whose pupils would furnish a satisfactory representation of the high-school work of that state.

Send any suggestions to J. B. Edmonson, University of Michigan, Ann Arbor, Michigan, or to H. A. Hollister, University of Illinois, Urbana, Illinois.

The association elected Mr. L. W. Brooks, Principal of Wichita High School, Wichita, Kansas; Mr. E. J. Eaton, Principal of South High School, Youngstown, Ohio, and Mr. L. W. Smith, Principal of Joliet Township High School, Joliet, Illinois, as members of the National Council of the National Honorary Society of Secondary Schools.

PRINCIPAL E. H. KEMPER McCOMB, EMMERICH MANUAL TRAINING HIGH SCHOOL, INDIANAPOLIS, INDIANA, chairman of the Auditing Committee, reported that his committee had gone over the books of the treasurer and had found them correct. The report of the treasurer follows:

REPORT OF TREASURER

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

January 1, 1922 to December 31, 1922

Presented at Cleveland, Ohio, March 1, 1923

RECEIPTS

Balance in bank, December 31, 1921.....	\$	364.47	
Annual dues	\$1,126.00		
Sale of Yearbooks	109.00		
Sale of Uniform Certificate Blanks.....	10.75		
Honor Society Fees.....	470.00	1,715.75	
			\$2,080.22

EXPENDITURES

Secretary's Office:

Printing	\$	26.35	
Postage	82.99		
Refund (dues)	4.00		
Banquet (4 guests at Chicago, 2-28-22).....	8.00		
			\$ 121.34

Sixth Yearbook			
Printing	\$1,038.88		
Cartage	3.50		
Envelopes	27.92		
Addressing Envelopes	10.00		
Postage	86.80	\$1,167.10	
<hr/>			
Honor Society			
Charters	\$ 200.00		
Fees (refunded)	10.00		
Checks returned (no funds).....	5.00	215.00	1,503.44
			<hr/>
			\$576.78
Balance in bank, December 31, 1922.....			\$576.78

The chairman of the Auditing Committee moved the following motion:

That the Executive Committee of the association empower the secretary-treasurer to employ such clerical assistance as may be necessary to transact properly the affairs of his office and that a sum not to exceed \$200 be appropriated from the funds of the association to cover such expense.

The motion carried.

The chairman of the Auditing Committee made the further motion:

That the Executive Committee be authorized to provide a bond for the treasurer of the association in such amount as it may deem adequate to protect properly both the treasurer and the association. Carried.

PRINCIPAL B. J. RIVETT, NORTHWESTERN HIGH SCHOOL, DETROIT, MICHIGAN, chairman of the Committee on Necrology, stated that his committee was not at that time ready to make a report.

PRINCIPAL CLAUDE P. BRIGGS OF LAKEWOOD HIGH SCHOOL, OHIO, reported that his committee appointed to consider President W. B. Owen's proposal that the National Association of Secondary-School Principals become a department of the National Education Association, recognized the honor and courtesy of this message delivered in person by the President of the National Education Association, but in view of the brief period of time given this committee to study this proposal and to ascertain the benefits to be derived from this change asked that the committee be allowed to report at the next annual meeting of this association. The chairman so moved.

PROFESSOR THOMAS H. BRIGGS moved to amend the motion to the end that this Association become a department of the National Education Association on the same terms accorded the Department of Superintendence. The amendment failed. The original motion prevailed.

PRINCIPAL RAY H. BRACEWELL, BURLINGTON HIGH SCHOOL, BURLINGTON, IOWA, read the report of his committee on the *Duties of the High-School Principal*.

PRINCIPAL J. G. MASTERS, CENTRAL HIGH SCHOOL, OMAHA, NEBRASKA, moved that the committee be continued to report one year hence. Carried.

PROFESSOR THOMAS H. BRIGGS, TEACHERS COLLEGE, NEW YORK CITY, chairman of Committee on Resolutions, made the following report:

I. *Resolved*, That we endorse the work of the National Federation of State High-School Athletic Associations and in order that we may contribute more to its aims, we invite it to become a part of this Association.

II. *Resolved*, That we recommend a unity of program for each of the sessions of this Association. The committee recommends as an ideal for each session one general paper with several specific applications of the principles presented in it.

III. *Resolved*, That the Association undertake each year either in its general sessions or through preliminary committee presentation some constructive work. This constructive work should receive generous financial support from the treasury of this Association.

IV. *Resolved*, That the President be requested to appoint such committees as need time for reflection and consultation at least four weeks before the annual meeting of the Association.

V. Recommended that the President be empowered to appoint a committee to devise means for the material extension of the membership of this Association.

PRINCIPAL L. W. SMITH, JOLIET TOWNSHIP HIGH SCHOOL, JOLIET, ILLINOIS, moved that three members of this Association be appointed by the President to be members of a joint committee of which three shall be appointed by the National Federation of State High-School Athletic Associations. Carried.

The proposed amendment to the constitution modifying Article IV was not called to the calendar, thus failing.

PRINCIPAL HOMER P. SHEPHERD, CENTRAL HIGH SCHOOL, LINCOLN, NEBRASKA, presented the following amendment to the constitution: That Article III be amended to read:

That the president shall appoint a committee on resolutions and a committee on nominations. The committee on resolutions consisting of seven members to be appointed at least two months before the annual meeting; the committee on nominations of eleven to be appointed at the first session of the annual meeting. These committees shall report at the annual business meeting of the Association.

MR. OTIS W. CALDWELL, DIRECTOR OF LINCOLN SCHOOL, TEACHERS COLLEGE, NEW YORK CITY, read his paper, *Is the New Education Scholarly?*

IS THE NEW EDUCATION SCHOLARLY?

DIRECTOR OTIS W. CALDWELL, LINCOLN SCHOOL, TEACHERS COLLEGE, NEW YORK CITY

So far as I know, no one claims to see clearly how this impertinent and ubiquitous question may be fully answered. If there could be set on one side of a statement of proportion all the factors which compose modern education, and upon the other side could be set all the factors which are involved in being erudite or learned, we could then strike out all common factors and readily discover what are the remaining distinctive elements. If all factors are cancelled, the problem is solved, and modern education equals modern scholarship. To those who find it thus easy to define the two main terms of the topic, this paper is superfluous. Before they cease to attend, however, I should like them to provide us with a copy of the component elements of the terms—scholarship, and modern education—since our limitations cause many of us to be confused regarding the answer to the question. Indeed, it does not seem that we can now answer the question, but true to our educational type, “we can discuss it.”

In a recent publication there appears a quotation from the Frenchman, Albert Feuillerat, who taught for a brief time, in one of our American colleges. He speaks of the student as he saw him, as follows: “His critical sense and his desire for originality are blunted. It is a curious thing that these young men, capable of throwing themselves madly into battle, these born adventurers who find fierce delight in surmounting real obstacles, are almost pusillani-

mous when they have to engage in a struggle with ideas. That comes without doubt from their being trained to learn rather than to think."

Such is the accusation of one critic who suggests that American students "learn," but does not admit that they "think." It is of note that this critic unwittingly includes in his complaint that American students "find fierce delight in meeting real obstacles," which achievement is not of low order in modern education.

Another quotation from an eminent member of the faculty of the Sorbonne, Paris, even raises the question whether American students even "learn." He says:

"Secondary teaching seems to me to be the weakest point of the American system of education. The student who comes out of the high school at eighteen has not a sufficient intellectual training. A good part of his university studies consists in finishing his secondary studies. . . . The four years of college, from eighteen to twenty-two, a mere preparation for further technical studies, are evidently too long, and are a legacy of the past which cannot continue. Fundamentally in the past, the American college was simply secondary instruction."

Then again, he writes: "As has already been said, he enters college with an intellectual training little advanced, and a not very homogeneous stock of knowledge. In fact, the elective system which had been introduced into the college, has been carried over into secondary instruction in large measure. Each one tends to take secondary studies as suits his tastes, or rather, his whim. That is perhaps, a general aspect of contemporary American mentality in matters of education, and is certainly connected with the prosperity and absolute safety of this people, as well as with the ease with which it has been able hitherto to move over an immense territory of virgin riches. They try to compel the child as little as possible, to present life to it under its most smiling form, to spare it opposition, to make work appear to it under the form of pleasure rather than of duty. This is very striking, even though one lives only a little in the intimacy of a family. By virtue of this tendency, they treat the schoolboy too much like a student, to the detriment of healthy intellectual discipline. So the pupil often arrives in college, after leaving the high school, with considerable deficiencies even in the knowledge of English."

No doubt these two critics are influenced in part by their point of view as to what education is for, since both live in a country where

scholarship is more commonly regarded in terms of finished forms of expression; of languages; of speaking acquaintance with accepted types of literature and art; of personal poise and grace, all of which are confessedly too infrequent in our country. Our country not only has different ideals, but there has been so much that is new, engaging and compelling to vital human life, that properly or not, we have overlooked much that Europe has regarded as scholarly. It may not be gracious for us to point to the leading countries of Europe just now, and say that in America we have a vital education, not finished and refined as is that of some parts of Europe, but vital and working. Perhaps some parts of Europe may have refined scholarship and poise, but Europe is hungry and cold, and sorely pressed to know whether its institutions will stand. Is it that the refined scholarship of European leaders has become disconnected with the major affairs of men, so that when these affairs become troubled, and warlike, scholarship cannot help as it could if it had kept close to the fundamental work of men, even with some sacrifice?

However, it must be recognized that much of our American educational product is inexcusably crude, and if we truly believe that human beings are refined by refining their ideas and ideals, we must set about to improve the quality of our scholarship. The kinds of criticisms quoted above should not arouse antagonism, but should cause most careful inspection, for they carry much truth. Can we not, however, keep our vital point of view and yet correct our procedure so as to dispose of our errors. Is so-called scholarship secured only by the kind of an education which consists chiefly of formal and exacting syllabuses and memory examinations? Of extraneous compulsions and penalties? Or, to revert to Maurice Caullery's criticism, is proper education to be secured by a family and school attitude toward children which would reduce them to their so-called proper subordinate place in home and society, rather than as the critic says, endeavor to have home and school appear in the form of pleasure rather than of duty. No one of experience will argue that a home or school of freedom for children never needs the tight and guiding hand of compulsion in order that standards of work or even work itself may be secured.

One of the two greatest deficiencies of scholarship in American schools, it is true, does seem to have been an accompaniment, though probably not caused by our increased individual freedom in both

school and home. I refer to our lack of adequately high standards of personal achievement and conduct about which much has been said, and little done. It does not seem at all likely that inadequate standards are in any sense caused by our "gospel of freedom," since standards are low in all types of schools, perhaps lowest where arbitrary compulsions are most in evidence. Indeed, increased freedom is often urged in order that pupils may attend wholeheartedly to their educational tasks. When their attention is constantly diverted by extraneous compulsions, it is clearly, but partial, attention which goes to the learning task, hence partial or imperfect learning results. Here is the point at which modern education and so-called scholarly learning often have difficulty. Freedom to give oneself wholeheartedly to work does improve the quality of work when freedom is used as desired. But pupils in so-called schools of freedom, too often use this freedom by not working at all, or by working at lower standards than exist under the older systems of arbitrary compulsion.

No scheme of education which fosters inaccuracy, poor expression, lack of taking care about common things either in school subjects or in personal conduct, can produce the kind of scholarship which America sorely needs. Furthermore, it must be clear that new and vital content in subjects of study, free and co-operative school and home life, as the proper setting for education, may produce scholarly attainments only when these things really work. They will work only when genuine but attainable standards are consciously and persistently striven for. Modern schemes of education will not of themselves produce scholarship. There is no known way of securing scholarship except through continuous and guided effort. Such effort must be kept continuous and well-guided by the learner if he can do it. Indeed, his own effort is as essential to independent scholarship, as it is that an automobile must have its own engine running if the automobile is to progress on any except down-hill grades; it is as essential for his independent education that his own consciousness of purpose and standards shall eventually guide him, as it is that the driver of an automobile shall ride upon and guide the particular machine he is driving; but it is also clearly essential that the road he is to cover shall have been laid out and prepared in advance of his coming, if he is to cover any considerable distance with effectiveness. Modern education has been too prone to say "travel wherever you like, as there seems to be no roads more im-

portant than any others; take the road in either direction and find which you like best. Do not follow the road if you do not wish." We forget that usable roads are laid out and prepared as results of much careful work. All people occasionally like to wander in adventure. But real travel must usually be on well-studied routes. So it is with scholarship. Thus must modern education, while retaining all of its virility and personal purpose, not reduce, but increase its allegiance to genuine requirements in standard achievements, in accuracy of thought and expression, in the care taken in doing things well, not passably only. Whatever scholarship is, its definition must include allegiance to standards of achievement, personal responsibility for knowledge of how to guide oneself amongst other working human beings, or knowledge of and obedience to the "rules of the road," so to speak; a clear and working knowledge of what scholarly roads one knows and does not know. These elements are not only consistent with modern education, but are leading objectives of modern procedures. Modern education proposes that while people work more intelligently and more pleasantly, they must also work harder and more effectively, and thus be better able to do the things needful in modern life.

Mr. H. G. Wells recently said: "We are in a race between education and catastrophe." This characteristically graphic sentence seems to mean that without education the human race will either consume itself with its own misguided selfishness; or that the so-called leading nations will be so selfishly preoccupied, that meantime their very reasons for perpetuity will be lost. Mr. Wells' statement also indicates that it is possible for education to outstrip catastrophe, and to defeat it. Surely Mr. Wells does not have in mind those aspects of education which might merely enable modern scientists to create still better air-flying devices, improved, invisible, non-smellable cannon powder; gases which creep for days, unseen and unsmelled and killing all life; radiophones which speak around the earth, and detect the purposes of one's enemies while hiding the purposes of the possessor. All of these things may come, but this is not education. Mere scientific or social or political knowledge if monopolized in the possession of partially educated and selfish persons will surely cause catastrophe to win the race with education.

It is pertinent and imperative to inquire whether education is producing a well-balanced sense of the place of scholarship in the

world, an interpretation which includes an appreciation of the accompanying obligations of knowledge. Have moral obligations developed to a point where it is safe, socially, politically, and individually, for the most advanced, scientific knowledge to become the common property of men? Has scholarship omitted the development of the abiding moral sense which makes education safe for all people? Does knowledge of those chemicals which will readily destroy human life ever result in an easier suicide or in more ready destruction of one's human enemies? There are now known certain poisons which scientists dare not make public, since they would undoubtedly be turned to harmful uses. It is also not impossible, even probable, that some certain men will soon know how to adjust electrical potentials in a given area so that the unfelt and unseen electric currents will cause all protoplasm within the area immediately to disintegrate and cease to exist as living substance. This, if true, would provide a speedy and complete method of disposing of one's enemies. But the protoplasm of man's food plants and animals, and of his human friends, would not be respected by this terrible physical and chemical force. Indeed, it is supposable that in some day of incaution from too constant satisfaction and feeling of control, the proprietor himself might remain within the area of influence, when he, too, would succumb and help to prove the terrible danger of releasing scientific forces which are used by persons who are not securely educated in the obligations of learning, as well as in its power to do things. Modern scholarship must assume its full obligation in developing unselfish, moral and social controls so that constructive and not destructive scholarship may result. Scholarship which omits a working interpretation of the necessary, legitimate and unselfish uses of scholarship is dangerous. Some progress has been made in schools which are using school subjects and school organizations as means of developing a keener sense of the moral and social obligations involved in learning.

The book of synonyms tells us that scholarship means learning, knowledge, erudition, but interestingly enough, it includes also the word "proficiency." Modern education keenly desires a kind of learning which operates faithfully and proficiently in the worthwhile work of a modern world.

The older scholarship was separate from the world of affairs. Its devotees were often ludicrously ineffective when called upon to assist their fellow-men in accomplishing the necessary work of men.

But modern scholarship does not seek merely a higher quantity or quality of needed service, though these must be had lest education shall fail. It is through the refinement of the work that the worker becomes truly scholarly. Modern scholarship is not utilitarian, but recognized that men are refined and made scholarly only through the work they do.

Learning which merely gives its possessor poise, quotable classic phrases, good manners, fine as these virtues are, does not satisfy the demands of modern scholarship. Modern scholarship must write the words obligation and personal responsibility into each advance in intellectual achievement.

PROFESSOR H. L. MILLER, PRINCIPAL OF WISCONSIN HIGH SCHOOL, UNIVERSITY OF WISCONSIN, gave without notes his paper on *The Broader Curriculum of the New Secondary School*.

THE BROADER CURRICULUM OF THE NEW SECONDARY SCHOOL

PROFESSOR OF EDUCATION, H. L. MILLER, PRINCIPAL WISCONSIN HIGH SCHOOL, UNIVERSITY OF WISCONSIN

Back of all educational theory we find some theory of society. The nature of the social organization determines the kind of thinking and practice employed in education. There are two outstanding conceptions of society which seem to modify and partially determine educational practice. In one view a mechanical theory is held. The aristocratic state has usually promoted this theory. The individual is regarded as a part of a machine. The "masses" are to be trained or "educated" to take their places in an ordered society. Some self-anointed group—a small majority—is endowed with authority to manage the folk. The main purpose under the mechanical theory of society is to find the place each individual is fitted for and to educate him accordingly. The Prussian state exemplified this theory; the school system was developed in accord with the conceptions of an aristocracy. For the vast majority of the common people a limited type of rudimentary education was provided, and the system was devised for channeling the "masses" into their places predetermined by arbitrary status. In the other view, the democratic theory, the individual is not a tool, a servant, or animal, but a person whose position in society is one of indeniately changing relation. "My place

in the whole" eludes rigid definition; it cannot be photographed or captured. An infinite series of relations is possible where there is freedom to experiment and opportunity to grow. Individuality in the democratic view is built or created in the stream of life out of the indeterminate forms of associated life. Individuality is capacity to make relations. A system of life is projected in which persons discover the purpose of their life by living it.

It is upon the second view that we shall undertake to interpret the broader curriculum for secondary education. We shall assume that the individual *grows in the direction of successful experimentation*, and that we cannot fix upon any particular point in man's history as the one at which he is, once for all, given or denied opportunity. We shall maintain that adequate schooling for the youth of the nation is best expressed within a common school geared up with new transmissions ahead in our general cosmopolitan high schools, both junior and senior, as well as the regular four-year high school. It will not be our task to disclose the "fitness" of our adolescent population and to arrange differentiated curricula accordingly. Although psychological tests will no doubt become more refined and penetrating, it is doubtful whether they will ever be more than ancillary to a progressive experimentation and "try-out" in the new adventures provided in secondary education. It is not probable that we shall enter upon a practice of determining in a general way to what class of vocation young adolescents are best fitted. It would be difficult to institute means of assigning them to vocations for which they are fitted, even if fitness could be disclosed in advance of the journey.

The new secondary school is projected as a universal social organization in which all the youth of the nation may find an opportunity for the full release of every wholesome potentiality. In a sense it is to become a practicing ground of our democracy. The main preoccupation of boys and girls is self-realization and development. The real business of learning the art of living together expresses the dominant purpose of the secondary school. The school is expected to minister to the moral, social, intellectual, physical, and vocational welfare of the entire body of the youth of the nation. A sound criterion might be that of assisting each boy and girl to become an excellent judge of his own developing powers and expanding opportunities. The organization itself is essentially a means of association, a means of multiplying points of contacts.

Such terms as general superiority or general inferiority will be avoided. Individuals become superior or effective in some specific task or adventure. Individual differences are accepted not as being originally given essentially, but rather as emerging qualities in the work of the school. Similarities, given and static, are never quite as significant as developing differences, and always subordinate to achieved unities through classroom procedures organized on the basis of shared interests. The main thing to be secured in the democratic contention is the union of differences. The bolt and the nut are different. Their significance lies in their union. The argument that education should be organized on the basis of group mediocrities or similarities does not seem to be valid.

There is no discussion about the "fitness" of a child for the elementary curriculum. There used to be. No one proposes seriously to get back of the child's entrance upon the pursuit of the four fundamental social arts—the 3 R's and drawing—in order to ascertain the probable success of children in the elementary school. The miracle of reading is faced courageously; long division is not blinked. In short, these very difficult concepts and skills are entered upon with confidence that our children shall *create themselves* by embodying these institutional values and by releasing their powers in and through the mastery of them. A similar facing of the problems of secondary education is urged. We need to get our bearings with respect to the moral, social, and practical demands of the twentieth century in the education of youth. May we not be entering upon a stage of universal education of youth comparable to the movement for universal elementary education in the early nineteenth century?

The interpretation of "individual differences" within a general inferiority-superiority scale suggests the need of fabricating curricula and courses of instruction to suit the capacities and projected outcomes of boys and girls. The multiplication of courses goes on apace. Sometimes it seems to be an orgy of specialization. The limitations imposed upon the small school are obvious. Sectioning classes on the basis of homogeneity of ability presupposes numbers large enough to be sectioned. As a practical proposition for American education the various proposals for classification, whether for differentiated schools, curricula, or "ability," are inapplicable to the majority of the pupils in our schools. In the large schools the methods proposed are only partially applicable. Some five levels of in-

telligence and five corresponding levels of occupations and a process of fitting boys and girls into their particular strata may seem plausible for large cities. The small school is by necessity driven to accept a less ambitious program.

There are decided limitations in the selection of courses of instruction paralleling occupations. Even the question of comparative expense is being raised. Many activities of industry and life are manifestly too expensive to be incorporated into curriculum offerings. Locomotive engineers cannot be prepared in any practical sense. In advocating a humanistic education for the youth of the nation, I am not urging that it shall not be vocational—in some cases it might be vocational—but I am insisting that we should get our principles rooted in the belief that men are, first of all, men, not tools.

A statement of desired objectives and outcomes is not difficult to make. The good citizen is desired. The efficient man is wanted. Health, worthy home life, wise use of leisure, ethical character, citizenship, vocational guidance and training, command of fundamental processes are seven objectives already becoming trite by constant repetition. To state the aim of education again we may say the task is the production of a people capable of creative thinking—a people with a mental attitude which is tolerant, fearlessly honest, expectant of change and capable of analyzing problems in the light of facts. All this would tend to do away with a lip service to ready-made knowledge and a precipitation of facts on the mind of the learner.

All these fine objectives can be stated with relative ease. The real problem is to find the materials of education and an effective procedure for the realization of these aims. Health service in the fervor of the old Greek worship of the body and a public opinion to drive us forward to respect beauty should not be neglected any longer. We are a warped, stunted, intensely plain people. Assisting boys and girls in the choice of worthy forms of leisure and recreation and working out democratic forms of guidance are crying needs in dealing with adolescence. We are not unmindful of the value of auditorium activities, dramatic organizations, athletics, music clubs and many other extra-curricular activities intimately bound up in the school as a going concern—conceived of as a vital social organization. All such contribute to the building of the individual.

The specific task I desire to set myself in this brief presentation is a statement of attitude toward the programme of studies, referring only to the courses of instruction organized into curriculums. The "studies" in which our pupils are programmed will concern us here. The development of the junior high school, the effect of which is beginning to be felt in the 8-4 plan in the modification of the 7th and 8th grade work and to some extent the 9th, suggests the possibility of setting forth the major fields or cores of secondary education on two levels or in two "gears." The junior high school is extensive in outlook, the senior high intensive. Six main fields are thought to be adequate: English, constructive arts, foreign language, mathematics, social studies (history) and science. We who are familiar with standard high-school work and the results are convinced that a course such as algebra for the 9th grade is extraordinarily heavy. A course in physics later on is also very difficult. An earlier introduction to the fields of secondary education in terms of general science for two years in the junior high school, general mathematics or a modified form of mathematics in the 7th and 8th grade, etc., would seem to possess a high degree of validity and value. We need in other words more time in the development of our secondary-school courses. The plea that the edge will be taken off by these general survey or introductory courses in the junior high school level is losing its force. Rather the general courses are likely to create abiding interests and to become significantly exploratory.

During the four-year high-school period, a safe general guide would be to have the pupil look forward to a choice of two units in each of the six fields. In this manner the principle of distribution would be adequately met. By planning a choice to the extent of three or four units in at least two of the six fields the principle of concentration would be satisfied. So long as a pupil found his work in four representative fields, in any year of the high school it would indicate a reasonably safe guidance. There are certain sequences to be observed. A school operated under healthy traditions will not find many pupils deviating from the normal order of election of studies. The problem cases would be handled as special cases and given that varying type of selection which in the judgment of curriculum advisers seemed best for the individual. With the development of the junior high school, important modifications would ap-

pear. The adventure into the foreign language might, for example, be clarified in the earlier start, as well as mathematics.

In the following summarized statement of each core it will be seen that no essential course of instruction is omitted. If these six cores could stand as *constants*, being interpreted as a body of principles, then specific values might be expressed in courses related to these constants. It is maintained that both education and vocation can be adequately met by this broader curriculum. Of course, narrow trade aims cannot be met in this way. These six cores constitute the new fundamental social arts for secondary education. They become nucleated and pervasive foci in which to express unifying principles on the one hand and bodies of legitimate references on the other hand. In terms of principles a somewhat strict construction may be urged; while in terms of reference, or selection of materials a liberal construction may be applied.

1. In *English* we are dealing with our chameleon-hued characters, words which take on new meaning with every use. Verbal categories enable us to think things out in our heads. Without words creative thinking is limited if not impossible. Language is a brief, economical, relatively abstract, shorthand way of creating and expressing meaning and significance. Clear thinking and good form go together and reinforce each other. Economical habits in dealing with the printed page and in constructing all manner of verbal representations are universal necessities. No cleavage is suggested here between vocational and cultural needs. Wide adaptation to individual and social needs is urged in negotiating English instruction. Stenography, itself, is a part of this process of thought-expressing—a means of gearing up both our thinking and our technique of expressing meaning, just as the alphabet was a step-up—a world-shaking step-up—from pictograph writing in crude symbols. The transmission of the evolutionary products of civilization is made possible by our language. By its use and its refinement both economical thinking and the transmission of our social heritage are secured. Business English and cultural English have more vital elements in common than points of difference. Underneath all references essential organizing principles are disclosed to the earnest curriculum thinker. Simple colloquial English is desired in any specialized course in English.

2. In the constructive arts we find the obverse side of this same sterling coin. Constructive categories furnish the "mind" with longhand, concrete (objective), slow, verifiable, "practical" and beautiful ways of building and expressing meaning. There ought to be no antithesis between linguistic and constructive categories. The concrete in education is not found in some finished "project," drawing or design; the concrete in education is centered in a body of experiences—memories, appreciations, skills—gained by the pupil in building his "projects"—whether in drawing or material. Constructive categories supplement the linguistic categories. It is absurd to speak of one side of the coin as being more valuable than the other. Thinking things out in one's head by using language as a function of abstraction, and going through the processes of fashioning stubborn materials—metals, woods, fabrics, pigments—into representative forms in accord with projected ideas and ideals are two reinforcing and clarifying aspects of mental development. Every pupil needs to embody both of these values in his experience. There may be those who would attach sufficient importance to aesthetic categories to make a seventh major field to comprise them. That is a matter of judgment. The essential point is to try to do curriculum thinking first.

3. In foreign language we have a further refinement of linguistic categories. It is difficult to make a condensed statement about the aims of this major field; values seem to differ widely in the ancient and the modern languages. Keeping in mind the significance of words in relation to both thinking and expression, perhaps one outstanding aim is, that another language enables one to understand and appreciate better one's vernacular through a process of developing either explicitly or implicitly an analytical attitude toward words. In translation there are possibilities of thinking by contrast. A critical attitude toward one's own vernacular may be attained best through another language. The slow process of building up or mastering another tongue may be the means of developing this critical sense in the use of words, and of assisting the student in gaining an appreciative sense of his vernacular. Other values are recognized. Perhaps stenography should be given a dignified position as a "foreign" language, admitted to the sisterhood of languages, and used as a further expression of a technique by which thinking and thought-symbolizing may be carried on with greater economy than hereto-

fore. The deeper organizing principles of language will enable us to gain some perspective in these matters.

4. In mathematics we have an exact, verifiable method of dealing with measurable phenomena. The formula in mathematics is an irreclaimable rationalist. It cannot be humored. It is indifferent to opinion. Its use brings all who deal with it to common terms—to a common or shared basis of understanding. Mathematics expresses the mind's demand for measurement; it has made possible our modern machines, science, commerce. The capacity to think in quantitative terms is best developed through organized mathematics. The attempt to reduce all studies in our schools to this quantitative basis blurs the whole situation, and tends to nullify the distinctive emphasis upon mathematical categories in their own right. It begins to smack of a steady diet of proteins when these categories are used to excess in all other major fields. May we not be in danger of destroying the conditions for the cross-fertilization of ideas?

5. In social studies (History in its extensive outlook) some conception of the evolution of civilization, the meaning of institutions, the development of custom-thought and power-thought, and the rise of the responsible individual should be gained. This is the field in which a fine sense of the value of "opinion-forming" should be developed. Mere "truth-discovering" may leave the pupil with so much useless baggage. The expression of judgment on social, political, and international problems in terms of available facts should be cultivated in the high school. A quickening of the sense of duty to the state and to society ought to be stressed in these studies. No pupil should be neglected in this sector of interests.

6. In science the outstanding aim should be an effort to develop the experimental attitude or the scientific method. Communicated facts are just as valid and valuable as self-discovered facts. In science the pupil should be guided in experimental questing enough to enable him to hold in solution communicated facts, and to gain some appreciation of man's task in building our civilization. It should mean vastly more than an accumulation of scientific facts; vastly more than a ritual of "experiments" set in rigid molds. Two main cores emerge—the life core and the physical core. The former is split off into many lines. Plant life (an excellent course in agriculture) may be regarded as economic botany. It seems best to root a course in plant life in the soil. A separate course in "soils" is

hardly defensible in the high school. Biological science is getting over on the life basis. The herbarium mode of education might be illustrated in other subjects, and a similar plea made for a life basis. And, finally, the pursuit of science "is the surest means of teaching you how to know what you mean when you say."

The significance of the art of reading consists not in similarities but in differences. A medium, the alphabet and printed page, is furnished in which an infinite series of patterns is made possible. Each individual bathing himself in this endless stream of combinations and recombinations, creates meaning by every use he makes of words. The meanings are created in social reactions through a system of mutually interpenetrating interests. It is the incommensurability, the differential manifestation of the individual in this social art (reading) that arrests attention whenever we think of linguistic achievements. There is both unity and endless variety in the use of one's vernacular. It is upon some such comparable interpretation of these six major cores of constants in terms of organizing principles for unity and differentials in references that the broader curriculum is conceived.

These six fields are in a real sense prescribed temptations. They are guides in the organization of courses and may be used to stabilize the choices of pupils. The reforms proposed for secondary education can be comprised within these six constants if they are conceived first as a body of principles and given a liberal interpretation in the effort to express new values and objectives in education. To illustrate: a significant objective just now is that all pupils shall learn in so far as possible the scientific way of dealing with phenomena; the particular course or label in science in which that attitude of mind is developed is secondary. It may be done in chemistry; it may be achieved in civic biology; it may come to pass in plant culture (agriculture). In like manner with certain limitations each main field may be approached. These six fields are just so many common multiples in which we are seeking to develop a community of interests. It is believed that our high school will become dirigible if courses are tied up in a few centralizing bonds of principles and so organized as to be valuable to the extent pursued.

PRINCIPAL KARL D. WALDO, EAST HIGH SCHOOL, AURORA, ILLINOIS, chairman of the Nominating Committee, made the following report:

The Committee on Nominations would recommend the election of the following officers for the National Association of Secondary School Principals:

President, C. P. Briggs, Lakewood, O.

First Vice-President, Dr. Lucy L. W. Wilson, South Philadelphia High School for Girls.

Second Vice-President, C. T. Rice, Kansas City, Kan.

Secretary-Treasurer, H. V. Church, J. Sterling Morton High School, Cicero, Ill.

Executive Committee, Edward Rynearson, Fifth Avenue High School, Pittsburgh, Penna.

Five suggestions for members of the N. E. A. Committee:

MERLE C. PRUNTY, Tulsa, Oklahoma.

CHAS. TILLINGAST, Horace Mann School for Boys, New York City.

M. R. McDANIEL, Oak Park, Illinois.

MILO STUART, Arsenal Tech High School, Indianapolis, Indiana.

WM. C. HILL, Central High School, Springfield, Massachusetts.

The chairman of the Nominating Committee moved that the report be accepted. Carried.

The President declared the Association adjourned.

MEETINGS OF THE NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY OF SECONDARY SCHOOLS AT HOTEL WINTON, CLEVELAND, OHIO

SUNDAY, FEBRUARY 25, 1923, AT 4 P. M.

Present: President Edward Rynearson, Fifth Avenue High School, Pittsburgh, Pennsylvania; Mr. C. P. Briggs, Lakewood High School, Lakewood, Ohio; Mr. L. W. Brooks, Wichita High School, Wichita, Kansas; Mr. E. J. Eaton, South High School, Youngstown, Ohio; Mr. H. V. Kepner, West High School, Denver, Colorado; Mr. M. R. McDaniel, Oak Park and River Forest Township High School, Oak Park, Illinois; Mr. Merle Prunty, Central High School, Tulsa, Oklahoma; Mr. William E. Wing, Deering High School, Portland, Maine; and the secretary, Mr. H. V. Church, J. Sterling Morton High School, Cicero, Illinois. Absent: Mr. L. W. Smith, Joliet Township High School, Joliet, Illinois.

The minutes of the meetings of February 26 and March 2, 1922, were read and approved.

On motion of Mr. Brooks and of second by Mr. Briggs the motion of adoption of emblem of the meeting of February 26, 1922, was rescinded.

The chairman appointed Mr. Kepner as a committee to revise the constitution of the National Honor Society of Secondary Schools.

It was moved by Mr. Brooks and seconded by Mr. Prunty that the chairman and two members appointed by the chairman be a committee on ritual. This motion prevailed. The chairman added Mr. Eaton and Mr. Kepner to this committee.

It was moved by Mr. Prunty and seconded by Mr. Briggs that the committee on emblem be enlarged with McDaniels as an additional member.

Mr. Prunty moved, with Mr. Wing as second, that charters be engraved as needed.

On motion of Mr. Wing and of second by Mr. Prunty, Mr. Brooks, Mr. Eaton, and Mr. Smith were named as nominees to fill the annual vacancies in the National Council.

It was moved by Mr. Eaton and seconded by Mr. Kepner that a committee to prepare a scale of points for the evaluation of service, leadership, and character be appointed by the chair. Mr. Prunty and Mr. Brooks were appointed.

It was moved by Mr. Kepner with Mr. Prunty as second that the fee for a reissue of a charter be five dollars (\$5.00).

On motion of Mr. Prunty, with the second of Mr. Kepner, the council adjourned to meet on Wednesday, February 28, 1923.

WEDNESDAY, FEBRUARY 28, 1923, AT HOTEL WINTON

Present: Mr. Briggs, Mr. Eaton, Mr. Kepner, Mr. Brooks, Mr. McDaniel, Mr. Ryneerson, Mr. Smith, Mr. Wing, Mr. Prunty, and Mr. Church. President Ryneerson called the meeting to order.

Mr. Kepner moved that the constitution of the National Honor Society be amended so that Article VI., Section 6, read as follows:

The election of not more than 5 per cent of the 11A class may take place during the last month of the sixth semester.

The election of not more than 10 per cent may take place before the end of the seventh semester.

The remainder may be chosen during the eighth or last semester before graduation.

Mr. Briggs moved the adoption. On the second of Mr. Prunty the motion prevailed.

Mr. McDaniel reported on designs submitted for emblem. Mr. Prunty moved that all designs be rejected.

Mr. Prunty moved that Mr. McDaniel, Mr. Smith and Mr. Church act as a committee to secure an emblem. Seconded by Mr. Kepner. Carried.

On unanimous vote Mr. Rynearson was elected President of the National Council.

On motion of Mr. Prunty, with Mr. Kepner as second, the National Council adjourned.

CONSTITUTION
OF THE
NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

ARTICLE I—AIM

The aim of this Association is to promote the interests of secondary education in America by giving special consideration to the problems that arise in connection with the administration of secondary schools.

ARTICLE II—MEMBERSHIP

Any principal or executive head of a secondary school may become a member of the National Association of Secondary-School Principals upon the payment of two dollars.

The annual dues of members are two dollars, which shall be paid at the time of the annual meeting of the Association, or before April 1 of each year. A member forfeits his membership by failure to pay the year's dues.

The right to vote and hold office in the Association is open to all members whose dues for the year have been paid.

ARTICLE III—COMMITTEES

The president of the Association shall at the first session of the annual meeting appoint the following committees: A committee on resolutions to consist of seven members; a committee on nominations to consist of eleven members; a committee of necrology to consist of five members. These committees shall report at the annual business meeting of the Association.

ARTICLE IV—OFFICERS

The officers of the Association are a president, a first vice-president and a second vice-president, a secretary, a treasurer (or a secretary-treasurer), an executive committee of the four officers named, *ex officio*, and three additional members.

The duties of the president, vice-president, secretary, and treasurer are such as usually appertain to these officers. It is the duty of the executive committee to co-operate with the president in preparing

the program of the meetings of the Association, and in carrying out the actions of the Association.

ARTICLE V—MEETINGS

The Association will hold one meeting a year. This annual meeting is held at the time and place of the meeting of the Department of Superintendence of the National Education Association.

ARTICLE VI—AMENDMENTS

The constitution may be amended by a majority vote of those present and voting at the annual meeting. A proposed amendment must be submitted in writing at the preceding annual meeting, or must be submitted in printed form to all members of the Association thirty days before the annual meeting. In case the latter method is used, such proposed amendment must receive the approval of the Executive Committee before it can be printed and sent to the members of the Association.



